

Fitness and Conditioning Curriculum



Shelby County Schools

2015-2016



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District' goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

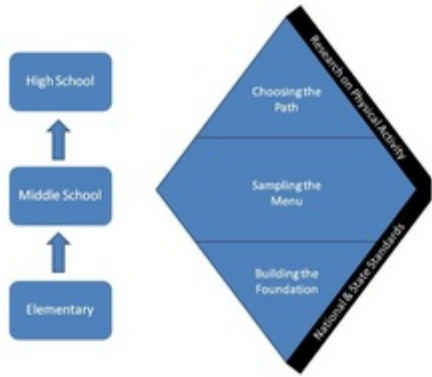
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

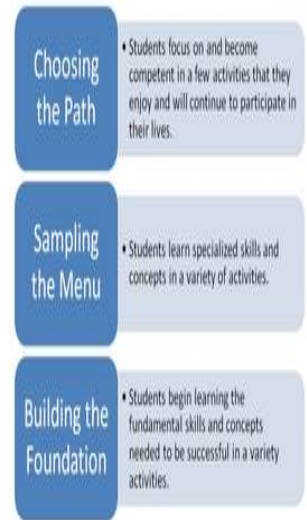
* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

Diamond Conceptual Framework: A K-12 Road Map for Physical Education



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



Fitness and Conditioning Course Overview

Course Description

Students will be able to develop an understanding of fitness concepts and design personal fitness program while developing an individualized level of health-related activities to complete assessments of their health related fitness. Students will learn the relationships between physical activity, physical fitness, group interaction, cooperation, an appreciation for the abilities and limitations of self and others and various health-related outcomes. Through the course, students will gain knowledge and skills needed to develop lifelong pattern of physical activity. By the end of the course students will: improve their physical fitness by participating in group fitness classes, weight training, walking, jogging, aquatic fitness, nutrition and other activities.

Effective Components of Fitness and conditioning:

- Students will improve their Cardiovascular Endurance, Muscular Strength, Muscular Endurance and Flexibility/Mobility.
- Students will develop knowledge of and competency of variety of fitness activities.
- Students will continually improve their listening, speaking, reading, writing skills as they demonstrate their knowledge through fitness and individual activities.
- Teacher provides a maximum participation for all students.
- Provides positive, specific feedback.
- Provides awareness of the community resources, needs, and health related issues that are facing out youth today.

Provides the students with knowledge of creating their personal fitness plan, to get desired results and meet their goals. Students will make healthy life long fitness choices that will be incorporated into their daily lives

TN State Standards

1. Movement
2. Movement Concepts and Principles
3. Physical Activity
4. Fitness
5. Personal and Social Responsibility

ESSENTIAL LEARNINGS

1. A. Demonstrate the ability the apply advanced motor skills and movement
2. Patterns relative to advanced eye-hand/foot coordination and high levels of strategy
3. Demonstrate proficient movement patterns in a variety of physical
4. Activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities) strategies in a variety of physical activities.
5. Analyze biomechanical principles while performing physical activities. (e.g., analysis of a tennis swing, analysis of shooting a basketball)
6. Participates in aerobic exercise at medium effort, continuously for an extended period of time

Assessments

Pre and Post Skill Assessments	Rubrics
Teacher Observation	Conferencing
Product/Performances	Peer Observation
Self-Analysis	FitnessGram Testing
Student-led Peer Modeling	Portfolios
Oral and/or Cognitive Quizzes	

Standard: 1

Motor Skill and Movement Patterns: Demonstrate competency in basic and advanced skills and tactics in at least one activity from each of three of the following categories: Cardiovascular endurance Muscular strength, muscular endurance flexibility, body composition

Essential Learning

1.3.1 demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy

1.3.2 demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities)

1.3.3 exhibit advanced offensive, defensive and transition strategies in a variety of physical activities

1.3.4 analyze biomechanical principles while performing physical activities. (e.g., analysis of a tennis swing, analysis of shooting a basketball)

Standard 3:

Essential Learning:

3.3.1 monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log or other appropriate technology

3.3.2 accumulate on most days a recommended number of minutes of moderate to vigorous physical activity outside of physical education class

3.3.3 understand the ways in which personal characteristics, personal lifestyles, and activity preferences will change over a lifespan

3.3.4 analyze the benefits of regular participation in physical activity (i.g., explain the benefits of exercise how it relates to stress management)

3.3.5 refine skills, expand knowledge, cultivate interests, and strengthened

Standard: 2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Essential Learning:

Apply concepts and principles of human movement to the development of motor skills and the learning of new skills.

2.3.5 Assess strategies needed to achieve specific effects/outcomes in a variety of physical activities

2.5 All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

2.6 Fitness: All students will apply health-related and skill-related fitness healthy, active lifestyle concepts and skills to develop and maintain

Standard 4:

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Essential Learning:

4.3.1 practice skills associated with different health-related fitness activities

4.2.4 differentiate aerobic and anaerobic exercise and provide examples of each

4.1.6 describe the social, emotional, mental and physical benefits of being physically fit

4.2.5 identify and define concepts of health-related physical fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility and body

Standard 5:

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learning:

5.1.1 - follow, with few reminders, activity-specific rules and procedures

5.1.4 - cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity

5.2.7- understand and demonstrate the importance of team work, sportsmanship and fair play.

5.2.9 - participates in socially acceptable ways

5.3.1 - seek leadership opportunities in physical activity settings.

Overarching Enduring Understandings

- The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future.
- The students will understand that they will be able to stay active in other ways than team sports Grades 9-12: Student expectations (at the end of grade 12)
- High school students are more comfortable with their new interests and their physiques, thus once again enjoying movement for the sheer pleasure of moving.
- The students enjoy the challenge of working hard to better their skills, and they feel satisfaction when they are successful in improving, especially while pursuing personal goals.
- The students enjoy regular participation in selected activities,

Integration & Information Literacy

- Shares knowledge and information with others.
- Draws conclusions.
- Pedometers and heart rate monitors are used to monitor physical activity.
- Tracks physical activity on fitness websites such as "Let's Move Active School" and other integration activities

Topic	Suggested Timeframe
1st Quarter	
<p>Approximately five – 55 minute periods of time to complete.</p> <p>Standard 1.0, 4.0</p> <p>Overall Focus- Class structure</p>	<p><u>1st Week</u> - Course Syllabus, Attendance Procedures, Rules and regulations (school and rules associated with the course activities.)</p> <ul style="list-style-type: none"> • Course Syllabus • Locks and Lockers/Uniforms • Attendance Procedures • Rules and Regulations/Safety/Extreme weather and/or environmental conditions. • Asthma Awareness • Medical History
<p>Approximately five – 55 minute periods of time to complete.</p> <p>Overall focus- <u>Safety</u>. Introduction to exercise.</p>	<p><u>2nd Week</u>- Identify safety issues, explain methods of monitoring levels of intensity during aerobic activities, discuss safety issues pertaining to exercises, equipment and general safety, review heart rate checks.</p> <p><u>Assessments</u>-Pre-test/goal setting for fitness improvement. Pre-test 12 min walk/run/and or Pacer, push-ups, crunches.</p>
<p>Approximately five – 55 minute periods of time to complete.</p> <p>Overall Focus- Correlation between exercise and IHR.</p>	<p><u>3rd Week</u> - Goal setting, review basic core exercises and application to everyday movements, practice circuit training and review floor exercises.</p> <p><u>Assessments</u>- Calculate individual heart rate and analyze how to adjust intensity.</p>
<p>Approximately five – 55 minute periods of time to complete.</p> <p>Overall Focus- Muscle identification and work out intro.</p>	<p><u>5th week</u>- Identify muscle of the body, muscular endurance and strength training of muscle groups. Introduce students to a 3 day work out for a 3 week rotation.</p>
<p>Approximately five – 55 minute periods of time to complete.</p> <p>Overall Focus- Importance of nutrition and rest.</p>	<p><u>6th week</u>- Nutrition and muscles. Discuss and explain the importance of balanced nutrition and it's impact on muscular development. On off days (in groups) create 3 balanced meal plans and 3 snacks.</p>
<p>Approximately five – 55 minute periods of time to complete.</p> <p>Overall Focus- Circuit training introduction.</p>	<p><u>7th week</u>- Cardio. Introduce circuit training, and show and apply how to check pulse.</p>
<p>Approximately five – 55 minute periods of time to complete.</p>	<p><u>8th week</u>- Muscular anatomy. On off days, discuss in detail the anatomy and function of individual</p>

Overall Focus- Individual muscle function and groups.	muscle groups. On work out days reinforce the muscles worked and covered the previous day. Review the importance of balanced nutrition.
Approximately five – 55 minute periods of time to complete. Overall Focus- What is FITT.	9 th week- FITT. Go over and explain the FITT principle. F requency (how often you exercise), I ntensity (how hard you work during exercise), T ime (how long you exercise), T ype (type of activity you're doing). Use sport/life style specific examples.
2nd Quarter	
Approximately five – 55 minute periods of time to complete. Overall Focus- Individual work out program. Importance of rest and recovery.	10 th week- Flexibility and how it's importance to over all fitness. Students design new 3 day a week work out program for muscular fitness (6 weeks), including strength training and cardio. Off days discuss the importance of stress management and it's relationship with rest and recovery.
Approximately five – 55 minute periods of time to complete. Overall Focus- Supplements, pros vs cons. Dangers of illegal substance abuse.	11 th week- Discuss the proper diet and supplement use. Discuss the dangers and negative effects of steroid, alcohol and tobacco use.
Approximately five – 55 minute periods of time to complete. Overall Focus- Hydration and proper steps to prevent dehydration.	12 th week- Safety Tips. Discussion on the importance of hydration, exercise clothing, a heat related illness and heat index as it relates to exercise.
Approximately five – 55 minute periods of time to complete. Overall Focus- Major muscles review.	13 th week- Review the major muscle groups and exercises to help the development of these groups.
Approximately five – 55 minute periods of time to complete. Overall Focus- How to adjust individual programs to individual lifestyles.	14 th week- Discussion of long term benefits of exercising. Evaluate and discuss how to make necessary changes in an individual wellness plan as lifestyle changes occur.
Approximately five – 55 minute periods of time to	15 th week- Training muscle groups. Use the 3 day work out plan for class activity. Use the off day to

complete. Overall Focus- Plan for post-test. Go over safety.	design a chart of progress. (body fat, pre/post test max's, weight)
Approximately five – 55 minute periods of time to complete. Overall Focus- Maxes, Safety! + Supervision.	16 th week- Post test. Check students 3RM (3 rep max). Off days, talk about progress and the cause of it.
Approximately five – 55 minute periods of time to complete. Overall Focus- Group work, share ideas/work.	17 th week- Personal trainer, routine designer, demonstrates improved fitness level. In groups students share and discuss designed routines, health related components and practical application.
Approximately five – 55 minute periods of time to complete. Overall Focus- Go over study guides and terminology.	18 th week- Make up physical testing work, clean up and wrap up. Make up work to be done. Hand out and discuss study sheets. Review the terminology. Distribute the final exam.

Timeline by Year

Topic	Suggested Timeframe
Rules/Procedures - Asthma Awareness	1 weeks
Fitness Test (Pre/Post)	1 week
FITT - Explain the FITT Principle	1 week
Fitness Goal Setting, Circuit Training	1 week
Cardio – Circuit Training	1 weeks
Muscular Strength/Endurance (3 day workout for 3 week rotation): On rest (off) days learn to identify muscles groups/strength groups, nutrition,	4 week
Flexibility and Training Muscle Groups – Design 6 week workout program, strength and training. Use a 3 day workout plan and on rest days review safety tips, hydration, long term benefits,	6 weeks
Common Fitness Questions (Supplements, Nutrition, etc.)	1 week
Personal Trainer Activity - Group Work	1 week
Physical Fitness Assessments – Perform and Cognitive	1 week

Recreational Activities Glossary of Terms

Muscular Anatomy	The muscular system is an organ system consisting of skeletal, smooth and cardiac muscles . It permits movement of the body , maintains posture, and circulates blood.
Target Heart rate	The minimum number of heartbeats in a given amount of time in order to reach the level of cardiovascular fitness.
Aerobic Activities	Any of various sustained exercises, as jogging, rowing, swimming, or cycling, that stimulate and strengthen the heart and lungs, thereby improving the body's utilization of oxygen.
Cardiovascular endurance	The power, strength or the ability of the heart to supply enough oxygen to muscles during a physical activity for a prolonged period of time.
Muscular Endurance	The ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period of time.
Muscular strength	The maximum force that can be generated by a muscle or muscle groups in one singular contraction.

Flexibility	The absolute range of movement in a joint or series of joints, and length in muscles that cross the joints.
Body Composition	The proportion of fat and fat-free mass in the body .
Cardiovascular Conditioning	Enhancement of heart and circulatory function produced by regular vigorous aerobic exercise, as jogging, swimming, or cycling.
Circuit Training	Is a form of body conditioning or resistance training using high-intensity aerobics. It targets strength building and muscular endurance.
Static Stretching	The placement of muscles and connective tissues at their greatest length by steady force in the direction of lengthening.
Eustress	Stress that is deemed healthful or giving one the feeling of fulfillment
Interval Training	Mixture of aerobic and nonaerobic exercise
Joints Joints	Junction between bones: a part of the body where bones are connected.
Ligament	The fibrous tissue that connects bones to other bones.
Muscles	Body tissue producing movement: a tissue that can undergo repeated contraction and relaxation, so that it is able to

	produce movement of body parts, maintain tension, or pump fluids within the body.
Aerobic Capacity	The maximal amount of physiologic work that an individual can do as measured by oxygen consumption.
Pacing	A rate of movement , especially in stepping, walking, running, etc.
Aerobic Capacity	The a measure of the ability of the heart and lungs to get oxygen to the muscles.
Static Stretching	Technique in which an extreme stretched position is slowly reached, then held for some time.
FITT Principle FITT Principle	The F.I.T.T. a set of guidelines that help you set up a workout routine to fit your goals and fitness level while helping you get the most out of your exercise program. Frequency, Intensity, Time and Type.
Body Mass Index	An index for assessing overweight and underweight, obtained by dividing body <u>weight</u> in kilograms by height in meters squared.
Stress	Strain felt by somebody: mental, emotional, or physical strain caused, e.g. by anxiety or overwork. It may cause such symptoms as raised blood

	pressure or depression.
Principles of Training	Principle of training that states that sports training should be relevant and appropriate to the sport for which the individual is training in order to produce a training effect.
Overload	The Overload Principle guides how to increase training loads for best results in fitness training .
Progression	The principle of progression assumes a person's exercise performance should be at full capacity within a specific time window to see improvement.
Specificity	Concept that specific exercise elicits specific adaptations, creating specific training effects.
Recovery	The term “training recovery” is used to describe the recovery between workout sessions or athletic competitions.
Heart Rate	A measure of cardiac activity usually expressed as number of beats per minute.
Resting Heart Rate	The basal or resting heart rate is measured while the subject is relaxed but awake, in a neutrally temperate environment, and not having recently exerted himself or herself nor having been subject to a stress or even a surprise
Resting Heart Rate	

Shelby County Schools Fitness and Conditioning
Health and Fitness (Physical Education)
Common Core State Standards (CCSS)

2015-2016
Connections to

Connections to English Language Arts:
student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

EALR 1: The

Requirement (EALR 1.0)
 RI, Reading Standards for Informational Text
 Level Expectations (1.1.5)

EALR, Essential Academic Learning
 CCSS, Common Core State Standards (SL.9-10.4)
 GLE, Grade

Component	CCSS Connection	Sample Activity
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate	SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 1.1.5 Applies understanding of movement concepts. Students video tape a peer performing the tennis serve. Using a rubric and the video recording, students analyze movement concepts and evaluate performance in a clear and logical manner.
Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.	SL.9-10.4 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	GLE 1.2.2 Applies skills and strategies necessary for effective participation in physical activities. Students collaborate in teams to develop offensive plays based on tactical strategies for team sports.
Component 1.3 Understands the components of health related fitness and interprets information from feedback, evaluation, and self assessment in order to improve performance.	WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	GLE 1.3.2 Analyzes the progress of a fitness plan. Student compares personal fitness data with healthy fitness standards and writes findings in a fitness journal. Students use information from findings to develop health and fitness goals.

<p>Component 1.4 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self assessment in order to improve performance.</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.</p>	<p>GLE 1.4.1 Applies the components of skill-related fitness to physical activity. Using questioning strategies, have students analyze skill-related fitness components as they relate to specific physical activities, e.g., With a partner, students think/pair/share by answering the following questions. "Can you describe three motor skills that require power?" Which skill-related fitness components did you use during today's activity? What skill-related fitness component do you think is easiest for you? What do you think has contributed to this?</p>
<p>Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.</p>	<p>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>GLE 1.5.3 Analyzes the effectiveness of various nutritional products. Student collects weight loss and weight gain advertisements from magazines or on the internet. Student compares and contrasts findings that support or contradicts advertisements. Students create a poster to share findings.</p>

Connections to English Language Arts, Grade 9-10

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Component	CCSS Connection	Sample Activity
Component 2.1 Understands dimensions and indicators of health.	SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	GLE 2.1.1 Evaluates dimensions of health and relates to personal health behaviors. Using text and the internet, gather evidence that supports the correlation between the consumption of supersized portions and obesity. Students create a power point illustrating their findings.
Component 2.2 Understands stages of growth and development.	RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	GLE.2.3.2 Analyzes personal health practices and how they affect non-communicable diseases. Students research a non-communicable disease using at least 3 sources then create a brochure outlining, causes, affects and prevention.
Component 2.4 Acquires skills to live safely and reduce health risks.	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 2.4.3 Analyzes stress and how it relates to personal stress-management strategies . Student creates and performs a skit on effective stress management techniques identifying the signs and symptoms of stress, coping strategies and community resources to access help. (Relates to HS OSPI Developed Assessment; "Dear Stressed and Depressed")

Connections to English Language Arts, Grade 9-10

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

Component	CCSS Connection	Sample Activity
Component 3.1 Understands how family, culture, and environmental factors affect personal	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	GLE 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices. Using

health.	teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.	teacher provided resources, students participate in a jigsaw activity focused on the environmental risks associated with different career pathway e.g., firefighters and smoke inhalation, falls, and overuse injuries.
Component 3.2 Evaluates health and fitness information.	WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	GLE 3.2.1 Evaluates health and fitness information. Evaluate three diet plans from a teacher generated list. Document the pros and cons in all three to determine the best option for long term health benefits.
Component 3.3 Evaluates the impact of social skills on health.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.	GLE 3.3.1 Analyzes conflict situations. Students create a narrative for a skit on demonstrating effective conflict resolution skills. (Relates to HS OSPI Developed Assessment; "Cut Out Conflict")

Connections to English Language Arts, Grade 9-10

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

Component	CCSS Connection	Sample Activity
Component 4.1 Analyzes personal health and fitness habits.	WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow	GLE 4.1.2 Analyze career opportunities in health and fitness. In groups, students research careers related to health and fitness. Using jigsaw format, students share evidence/sources of the selected career. Individuals determine which career paths

	of ideas, avoiding plagiarism and following standard format for citation.	most closely relate to their interests.
Component 4.2 Develops and monitors a health a fitness plan	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 4.2.2 Understands barriers to physical activity and healthy lifestyle. Students brainstorm barriers that could affect their progress toward personal fitness goals. Discuss ways to overcome these barriers in order to develop a plan of action.

Literacy Component: 1st Nine Weeks

1 st Nine Weeks	<ul style="list-style-type: none"> • Fitness and Conditioning • Individual and Dual Sports • Team Sports
----------------------------	---

Fitness Quotes Exercise Quotes:

Quotes can be used for Board work, Do Now, Ticket Out of the Door, Debates, Agree or Disagree

<http://www.stresslesscountry.com/fitness-quotes/>

Quotes About Dance (431 quotes)

<http://www.goodreads.com/quotes/tag/dance>

Suggested use: journal written, comparison- contrast, and interpretation, figurative language, diction and syntax, delivering an oral interpretation of literary work

Poem:

Personal Training by RosieRosie

<http://allpoetry.com/poem/10984927-Personal-Training-by-RosieRosie>

Poem: Pursuit of Running by Hegemony

<http://allpoetry.com/poem/11989816-Pursuit-of-Running-by-Hegemony>

It was time to run. By Jb123

<http://allpoetry.com/poem/10290521-It-was-time-to-run.-by-Jb123>

People Like Me by Eevie

<http://allpeotry.com/poem/8823421-People-Like-Me-by-Eevie>

#GymLife by Cynthia-Lyn

<http://allpeotry.com/poem/11763189--GymLife-by-Cynthia-Lyn>

exercising the healthy way to work by

LindaMaceMichalik

<http://allpeotry.com/poem/9717491-exercising-the-healthy-way-to-work-by-LindaMaceMichalik>

Slacker's Guide To Fitness by Midnight Blue

<http://allpeotry.com/poem/8947791-slackers-Guide-to-Fitness-by-Midnight-Blue>

All Long as Summer by Cappuchino

<http://allpeotry.com/poem/7219715-As-Long-as>

Summer-by-Cappuchino Best Dance Poems

<http://www.poetrysoup.com/poems/best/dance>

Excerpts are related to physical fitness and can be used to enhance literacy, research report, Summarize.

Excerpts:

Human Kinetics: Strength and conditioning coach—helping others to improve their fitness

<http://www.humankinetics.com/excerpts/strength-and-conditioning-coach>

Exercise: When to check with your doctor first – Mayo Clinic

<http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise/art-20047414>

Physical Activity Recommended Exercise Methods-Physical

Activity Health Information

<http://www.nytimes.com/health/guides/specialtopic/physical-activity/recommended-exercise-methods.html>

Tips can be used for debates, journaling, and ticket out of the door activities

Fitness:Tips:

Fitness:Tips for staying motivated:

<http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20047624>

Fitness program: t steps to get started

<http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness/art-20048269?pg=1>

Journaling:

Students should keep a journal in class to write on given topics as well as chosen issues and thoughts.

Suggested use: building vocabulary, various writing assignments, comprehension of text, analyzing

Articles

Why Is Physical Education a Stress Reliever for Students in High School?

<http://classroom.synonym.com/physical-education-stress-reliever-students-high-school-1803.html>

The Positive Effects of Gym in High School

<http://classroom.synonym.com/positive-effects-gym-high-school-1420.html>

How Do Sports Affect High School Athletes in a Positive Way?

<http://classroom.synonym.com/cp/sports-affect-high-school-athletes-positive-way-4973.html>

Why Is Physical Education a Stress Reliever for Students in High School?

<http://classroom.synonym.com/physical-education-stress-reliever-students-high-school-1803.html>

How Physical Fitness May Promote School Success

http://well.blogs.nytimes.com/2013/09/18/how-physical-fitness-may-promote-school-success/?_r=0

Dancing Makes You Smarter

<http://socialdance.stanford.edu/syllabi/smarter.htm>

Why Is Dancing So Good for Your Brain

<https://www.psychologytoday.com/blog/the-athletes-way/201310/why-is-dancing-so-good-your-brain>

Gymnastic training improves bone health in girls, study finds

<http://www.sciencedaily.com/release/2010/05/100505091634.htm>

Gymnastics Lands Thousands Of Girls and Boys in Emergency Room

<http://www.sciencedaily.com/releases/2008/04/080404114431.htm>

A History of Gymnastics: From Ancient Greece to Modern Times

Research Articles could be used to determine central idea, cause and effect, make predictions etc.

Research Articles:

Articles on Physical Education, Physical Activity, & Academic Achievement

<http://www.supportrealteachers.org/articles-on-physical-education-physical-activity-academic-achievement-html>

Active Living Research: Using Evidence to Prevent Childhood

Obesity and Create Active Communities

<http://activelivingresearch.org/active-living-research-creating-and-using-evidence-support-childhood-obesity-prevention>

Top 10 Reasons for Quality Physical Education

<http://home.comcast.net/~physedteacher/QualityPE/Top10ReasQualPE.pdf>

Educational Leadership: The Whole Child: Healthy and Ready to Learn

<http://www.ascd.org/publications/educational-leadership/sept05/vol63/num01/Healthy-and-Ready-to-Learn.aspx>

Educational Leadership: Why We Should Not Cut P.E.

<http://www.cahperd.org/cms-assets/documents/ToolKit/Resources/5347957381.whyweshouldnotcutpe.pdf>

Education and Health 31:

The Health Benefits of Creative Dance: improving children's physical and psychological wellbeing

<http://sheu.org.uk/x/eh252eq.pdf>

Literacy Component: 2nd Nine Weeks

2 nd Nine Weeks	<ul style="list-style-type: none"> • Rhythms • Educational Gymnastics • Substance Abuse Mental Health • Mental Health • Michigan Model Family Life
----------------------------	---

Quotes:

Quotes About Violence (738 quotes)

<http://www.goodreads.com/quotes/tag/violence>

Violence Quotes

<http://www.brainyquote.com/quotes/keywords/violence.html>

Grief Quotes

<http://www.brainyquote.com/quotes/keywords/grief.html>

A Grief Observed Quotes by C.S. Lewis

<http://www.goodreads.com/work/quotes/894384-a-grief-observed>

Cartoons:

Maslow's Hierarchy of Needs Cartoons and Comics

https://www.cartoonstock.com/directory/m/maslow_s_hierarchy_of_needs.asp

Poems:

Self Esteem Poems

<http://www.more-selfesteem.com/poems.htm>

Confidence Poems

<http://www.life-with-confidence.com/confidence-poem.html>

Stress Poems

<http://homepages.ihug.co.nz/~skort/page19worrypoems.htm>

Five Poems to Help During the Grieving Process

<http://charactercounts.org/pdf/msjstuff/msj-grieving-poems-pdf>

Depression and Suicide Poems (1-43)

<http://www.netpoets.com/poems/depress/>

Depression and Suicide Poems continued 100 poems

<http://www.netpoets.com/poems/depress/>

Articles:

The Five Steps to Conflict Resolution

<http://www.amanet.org/training/articles/The-Five-Steps-to-Conflict-Resolution.aspx>

The Domestic Violence Assessment Center: Reducing the Impact of Domestic Violence in Shelby County

<http://www.urbanchildinstitute.org/articles/updates/the-domestic-violence-assessment-cent...>

Effects of Drugs of Abuse on the Brain

<http://teens.drugabuse.gov/educators/nida-teaching-guides/mind-over-matter/guide/effects-drugs-abuse-brain>

Real Stages of Grief Moving from Kubler-Ross to Sidney Zisook

<https://www.psychologytoday.com/blog/notes-self/201210/real-stages-grief>

10 Signs Your Teenager Is Depressed/ World of Psychology

<http://psychcentral.com/blog/arhives/2012/07/21/a-few-signs-your-teenager-may-be-depressed>

Teen depression Symptoms – Mayo Clinic

<http://www.mayoclinic.org/diseases-conditions/teen-depression/symptoms/con-200...>

Regular exercise can keep lifestyle diseases away

<http://www.khaleejtimes.com/kt-article-display-1.asp?xfile=data/lifestyle/2015/April/lifest...>

Depression (major depressive disorder)

<http://www.mayoclinic.org/diseases-conditions/depression/basics/symptoms/con-20032977>

Depression Health Center

<http://www.webmd.com/depression/guide/depression-symptoms-and-types>

ACHA Guidelines

Drug Education and Testing of Student Athletes

http://www.acha.org/publications/docs/Drug_Education_and_Testing_of_Student_Athletes_Feb2009.pdf

Teens Health for Nemours

<http://kidshealth.org>

Many Teens Drinking Taking Drugs During School: Survey-US News

<http://health.usnews.com/health-news/news/articles/2012/08/22/many-teens-drinking-taking-drugs-during-school-survey>

Excerpts:

EXCERPTS FROM THE BOOK “PEACE, CONFLICT AND VIOLENCE: PEACE PSYCHOLOGY FOR THE 21ST CENTURY” <http://health.usnews.com/health-news/news/articles/2012/08/22/many-teens-drinking-taking-drugs-during-school-survey>

<http://www.peace.ca/peacepsychologyexcerpts.htm>

Excerpts from Domestic Violence: A National Curriculum for Child Protective Services

[http://endabuse.org/programs/display_php3?DocID=85\(1 of 5\)](http://endabuse.org/programs/display_php3?DocID=85(1 of 5))

<http://whalefoundation.org/resources/confidential-metal-health/grief-and-grief-recover/e...>

Stress Test:

How stressed are you?

http://www.lessons4living.com/stress_test.htm

STRESS MANAGEMENT SOCIETY: Taking Companies & Individuals from distress to de-stress

<http://www.stress.org.uk/stresstest.aspx>

Literacy Component: 3rd Nine Weeks

3 rd Nine Weeks	<ul style="list-style-type: none">• Michigan Model Family Life• Personal and Consumer Health
----------------------------	---

Michigan Model Family Life: refer to Michigan Model

Articles:

Committee for Children-Fostering the safety and well-being of children through social-e...

<http://www.cfchildren.org/bullying-prevention/related-articles>

Preventing Bulling with Emotional Intelligence-Education Week

http://www.edweek.org/ew/articles/2014/02/19/21brackett_ep.h33.html

Digizen

<http://old.digizen.org/cyberbullying/overview/how.aspx>

22 Good Heimlich Maneuver Statistic/HRF

<http://healthresearchfunding.org/22-good-heimlich-maneuver-statistics/>

Heimlich maneuver's creator fights Red Cross

<http://www.usatoday.com/story/news/nation/2013/01/21/heimlich-red-cross-fight/1566492/>

How CPR Can Save a Life

http://well.blogs.nytimes.com/2013/12/23/taking-life-into-your-own-hands/?_r=0

Research Articles:

Evidence on the effectiveness of Abstinence Education: An Update

<https://www.google.com/search?q=graphs+that+show+diseases&safe=strict&hl=en&gbv=2&prmd=ivns&ei=9ycxVeXXE4bgsAT51YDICg&start=40&sa=N>

BULLY PREVENTION IN POSITIVE BEHAVIOR SUPPORT

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2791686/>

Quotes:

Prevention Quotes (27 quotes)

http://todayinsci.com/QuotationsCategories/P_Cat/Prevention-Quotations.htm/

Poem:

C.P.R. Poem by Is It Poetry- Poem Hunter

<http://www.poemhunter.com/poem/c-p-t/>

Self-Inquiry: Pursuing Relationship

http://www.healthy.net/Health/Articles/Pursuing_Relationships/1026

Kids Helpline-Respectful Relationships

<http://www.kidshelp.com.au/grownups/news-research/hot-topics/respectful-relationships-php>

<http://www.nytimes.com/1993/11/10/US/excerpts-from-supreme-court-ruling-on-sexual-harassment-in-workplace.html>

Excerpts from Book of Discipline and Book of Resolutions

http://s8.amazonaws.com/Website_Properties/news-media/documents/umsexual-ethics-definitions.pdf

Lesson

Lesson 1: Understanding Healthy Relationships

http://www.edu.gov.mb.ca/k12/cur/physlth/frame_found_gr12/rm/module_e_lesson_1.pdf

G.R.E.A.T. Program-Gang Resistance Education And Training

<https://great-online.org/>

VPI Violence Prevention Institute

<http://www.violencepreventioninstitute.com/youngpeople.html>

Articles:

Talking With Teenagers About Respecting Their Bodies

<https://www.google.com/search?q=healthy+articles+taking+care+of+your+body&safe=strict&hl=en&gbv=2&prmd=ivns&prmd=ivns&ei=OBswVbaiFcTdsASjk4DQCA&start=20&sa=N>

11 Facts About Teen Dating Violence

<https://www.dosomething.org/facts/11-facts-about-teen-dating-violence>

Processed Food Consumption Leading to Lifestyle Diseases in Kids: Here's What to Do

<http://food.ndtv.com/health/process-food-consumption-leading-to-lifestyle-disease-in-k...>

Lifestyle disease': you caused it, you can cure it, you don't have to die

<http://ww.biznews.com/health/2015/01/19/lifestyle-disease-caused-can-cure-dont-die/>

The Examiner Washington

Top infectious disease official criticizes

World Health Organization

<http://www.washingtonexaminer.com/top-infectious-disease-official-criticizes-world-health-organization/article/2561674>

Infectious diseases experts release new guidance to avoid infections during hospital visits

<http://www.news-medical.net/news/20150413/Infectious-diseases-experts-release-new-guidance-to-avoid-infections-during-hospital-visits>

Spread of Infectious Diseases Could be Linked to Changing Climate

<http://www.biosciencetechnology.com/print/articles/2015/03/spread-infectious-diseases-could-be-linked-to-changing-climate>

AUTHORITYNUTRITION

11 Graph That Show Everything That is Wrong

<http://authoritynutrition.com/11-graphs-that-show-is-wrong-with-modern-diet/>

12 Graphs That Show How People Get Fat

<http://www.fitlista.com/12-graphs-show-people-get-fat/>

Research Articles:

Division of Infectious Diseases

<http://www.cumc.columbia.edu/dept/id/research.html>

Clinical and Research Training in Infectious Diseases

<http://www.mskcc.org/education/fellowship/clinical-and-research-infectious-diseases>

Literacy Component: 4th Nine Weeks

4 th Nine Weeks	<ul style="list-style-type: none"> • Physical Fitness • Nutrition • Safety
----------------------------	---

Quotes:

Quotes About Eating Disorders (140)

<http://www.goodreads.com/quotes/tag/eating-disorders>

Poems:

Anorexic poems-Hello Poetry

Bulimia poems-Hello Poetry

<http://hellopoetry.com/words/187557/bulimia/poems/>

The Health-Food Diner-Poem by Maya Angelou

https://www.pbrc.edu/training-and-education/pdf/pns/PNS_Fad_Diets.pdf

Coli Victim Sends Poem to Mrs. Obama

<http://www.foodsafetynews.com/2009/11/e-coli-victim-sends-poem-to-mrs-obama/>

Articles:

Healthy Eating: Easy Tips for Planning a Healthy Diet and Sticking to it

<http://www.helpguide.org/articles/healthy-eating/healthy-eating.htm>

Healthy Tips for Healthy Living

http://www.medicinenet.com/healthy_living/article.htm

The American Heart Association's Diet and Lifestyle Recommendations

http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyEating/The-American-Heart-Associations-Diet-and-Lifestyle-Recommendations_UCM_305855_Article.jsp

Promoting a Healthy Lifestyle with Diet and Nutrition to Prevent Cancer

http://my.clevelandclinic.org/health/diseases_conditions/hic_Cancer_Overview/hic_Promoting_a_Healthy_Lifestyle_with_Diet_and_Nutrition_to_Prevent_Cancer

The media's dangerous influence on body image

<https://student.societyforscience.org/article/media%E2%80%99s-dangerous-influence-body-image>

Teen Physical Activity and Screen Time Influenced by Friends

<http://www.cfah.org/hbns/2012/teen-physical-activity-and-screen-time-influenced-by-friends>

Health and Academics

http://www.cdc.gov/HealthyYouth/health_andacademics

<http://www.everydayhealth.com/diet-nutrition/the-facts-on-fad-diets.aspx>

Fad Diets Defined

https://www.pbrc.edu/training-and-education/pdf/pns/PNS_Fad_Diets.pdf

Food Safety

<http://articles.latimes.com/keyword/food-safety>

Food Safety

http://kidshealth.org/teen/food_fitness/nutrition/food_safety.html

Food Safety Advice

<http://www.choosemyplate.gov/healthy-eating-tips/food-safety-advice.html>

Microwave Ovens and Food Safety

[http://www.fsis.usda.gov/shared/PDF/Microwave Ovens and Food Safety.pdf](http://www.fsis.usda.gov/shared/PDF/Microwave_Ovens_and_Food_Safety.pdf)

U.S. Meat Export Federation

<http://www.usmef.org/export-resources/food-safety/>

Research Articles:

Eating Disorder Research News—ScienceDaily

http://www.sciencedaily.com/news/health_medicine/eating_disorders/

The Truth Behind Fad Diets

<http://www.psychologytoday.com/blog/food-funkie/201307/the-truth-behind-fad-diets>

Additional Resource:

Prevention/HHS.gov

<http://www.hhs.gov/safety/>

Charts, Tables & Graphs

30 Skill-Building Reproducible Pages That Prepare Kids for Standardized Tests by Michael Priestley

<https://msdiazclass.wikispaces.com/file/view/Charts+Tables+Graphs.pdf>

Paul M. Insel and Walton T. Roth

<http://www.integration.samhsa.gov/health-wellness/wellness-strategies/wellness.pdf>

Health and Medical Cartoons

<http://www.glasbergen.com/diet-health-fitness-medical/>

Cartoons for Health

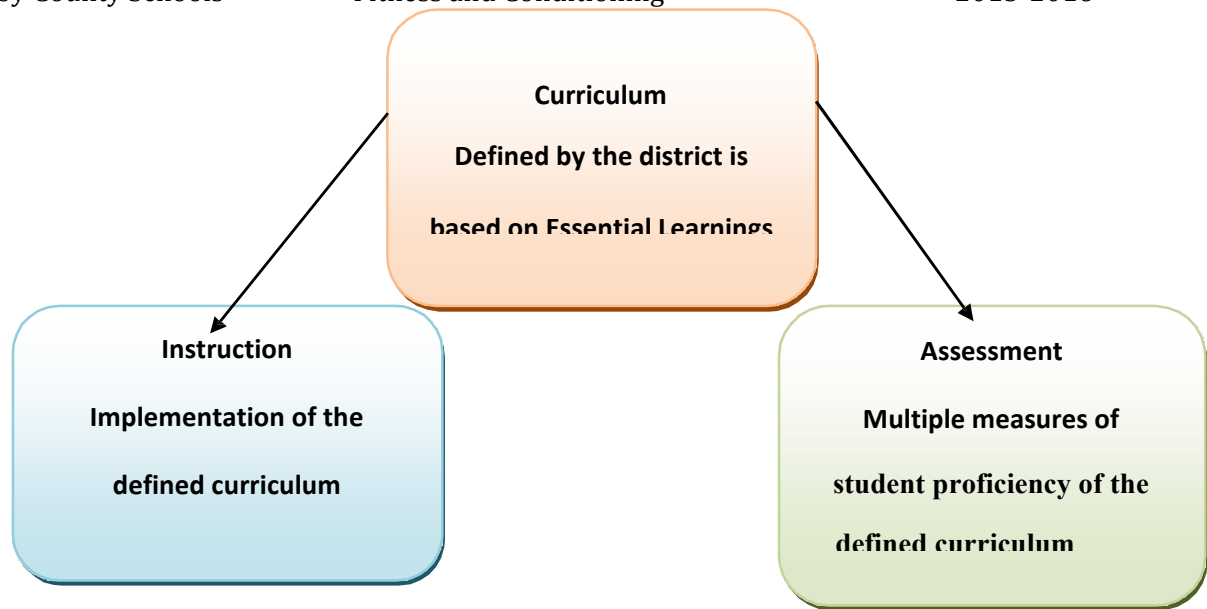
https://www.google.com/search?hl=en&q=cartoons+for+health&gbv=2&sa=X&oi=image_result_group&ei=fT9BVb7tBsOegwT3q4HwAg&ved=0CBkQsAQ&tbm=isch

Doctor Cartoons

<http://www.rd.com/jokes/cartoons/medical-care/#>

Physical Education is a CURRICULUM that helps to create and support physical activity.

A **Quality** physical education program leads to a lifetime of physical activity



Physical Education is collaboration between aligned **Instruction, Curriculum** and **Assessment**.

Physical inactivity is part of the problem of overweight youth.
Physical activity is part of the solution.
Physical education is a critical component to increasing physical activity.

School physical education programs are the one place where:

- All children can participate in regular physical activity.
- All children can become physically educated for a lifetime of physical activity.

