

RECREATIONAL ACTIVITIES 9-12 Curriculum
Curriculum Guide, Instructional Map, Resources



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.

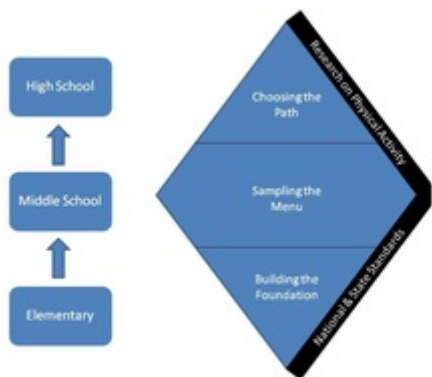
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

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

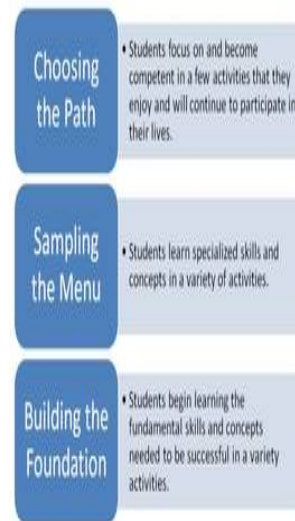
* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

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.



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9-12 RECREATIONAL ACTIVITIES OVERVIEW

Course Description

Skill-related and maintenance/improvement of health-related components of fitness

The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness.

The content should include, but not be limited to the following: safety practices, rules, terminology, sportsmanship, etiquette, history of recreational activities, correct techniques in performing skills, strategies, officiating, organizing and administration of recreational activities, consumer issues, benefits of participation, fitness activities, assessment of skills and fitness assessments.

TN State Standards

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

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

Effective Components of Recreational Activities

- All will students will participate in physical activities daily.
- All students attend physical education classes.
- Teachers offer students a minimum of two units from the following categories: individual, team, and lifetime;
- Provides maximum participation for all students.
- Provides positive, specific feedback as well as corrective feedback.
- Physical activity is not used as a form of discipline.
- Facilitates children's physical, cognitive and social development through lessons designed to sequentially develop skills appropriate to their ability and confidence levels.
- Communicates through a humane, sensitive approach that every child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Promotes purposeful recreational activities for all students that will encourage them to become lifelong adherents of physical activity.

Assessments

- Course Rules and Information Sheets
- Fitness Testing
- Performance Tasks
- Rubrics
- Conferencing
- Portfolio
- Growth Over- Time
- Observation Checklist

Integration & Information Literacy

- Shares knowledge and information with others.
- Draws conclusions.
- Pedometers and heart rate monitors are used to monitor physical activity.
- Home fitness technology can be used such as Wii games and Dance, Dance, Revolution.
- Tracks physical activity on fitness websites such as “Let’s Move Active School” and other integration activities

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

Shelby County Schools TN Content Area: 9-12 Recreational Activities

Standard: 1

Motor Skill and Movement Patterns: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrate competency in basic and advanced skills and tactics in at least one activity from each of three of the following categories: as, dance, fitness activities, individual/dual sports, outdoor pursuits, self-defense, and team sports

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: 2

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

Essential Learnings

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

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 5

The student will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Essential Learning

- respond to challenges, successes and failures in socially appropriate ways as a player or spectator
- apply etiquette and encourage others to exhibit etiquette in all physical activity settings
- provide support and encouragement for classmates
- identify the social and emotional benefits of participating in physical education (e.g., stress relief, friends, relaxation)
- implement strategies for inclusion of others into physical activities
- understand and demonstrate the importance of team work, sportsmanship and fair play
- exhibit appropriate cooperative learning techniques in small, medium and large group settings (e.g., serving as a leader, serving as a follower, supporting one another)
- participate in physical activity that fosters an appreciation of cultural, ethnic, gender and physical diversity
- explore new activities that meet individual fitness needs
- create self-rewards for achieving personal fitness/physical activity goals
- integrate physical activity meaningfully into daily life
- differentiate intrinsic and extrinsic reasons for participating in physical activity
- evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth

Topic	Suggested Timeframe
1st Quarter	Quarters 1 & 3
Approximately five – 55 minute periods of time to complete Standard 1.0, 4.0	1 week ORIENTATION <ul style="list-style-type: none"> • Course Syllabus • Locks and Lockers/Uniforms • Attendance Procedures • Rules and Regulations/Safety/Extreme weather and/or environmental conditions. Medical History
2 nd Asthma Awareness	1 week
3 rd week Approximately five – 55 minute periods of time to complete	1 week Testing and Conditioning <ul style="list-style-type: none"> • Health Related - Fitness Tests/Conditioning -PACER • Correct Warm-up/Cool-Down to be used in course Recreational Activities Notebook Understand the history <ul style="list-style-type: none"> • Lecture and Discussion • Discuss roles of other cultures and customs Use a variety of problem-solving strategies such a chart/diagram.
5 th week Approximately five – 55 minute periods of time to complete Cognitive	Rules and terminology <ul style="list-style-type: none"> • Handouts • Lecture, Power Point and Discussion • Vocabulary list • Handouts Demonstrations
Individual Activity 1 st Unit 5 th week Approximately five – 55 minute periods of time to complete PERFORM	5 weeks Practical Application <ul style="list-style-type: none"> • Demonstrations • Examples and Non-examples • Partner Activities • folk dancing, square dancing, line dancing, swimming, cross country running, self-defense Zumba Dance
Team Activity: 1 st Unit Approximately five – 55 minute periods of time to complete PERFORM	5 weeks Exhibit an improved skill level of activity TEAM Activities INCLUDE: <ul style="list-style-type: none"> • Cooperative games • Ultimate Frisbee • Basketball • Speedball • Volleyball

	<ul style="list-style-type: none"> • Soccer
2nd Quarter	Quarters 2nd & 4
Fitness Test (Post)	<p>1 weeks</p> <ul style="list-style-type: none"> • PACER - Fitness Tests/Conditioning - PACER • Correct Warm-up/Cool-Down to be used in course <p>Recreational Activities Notebook</p> <p>Understand the history</p> <ul style="list-style-type: none"> • Lecture and Discussion • Compare and contrast game origins, rules and player roles in other cultures and customs. <p>Use a variety of problem-solving strategies such a chart/diagram. In solving problems</p>
Individual Activity: Dance, Aerobics or Rhythms	<p>2 weeks</p> <p>Dance:Line,</p>
Individual Activity 2 nd Unit	<p>5 weeks</p> <ul style="list-style-type: none"> • Badminton • Golf • Paddleball • Pickleball • Tennis • Horsehoes • Ping Pong • Crocquet • Frisbee • Weight training skating, biking, • bowling
Team Activity: 2 nd Unit Use video for correction techniques	<p>5 weeks</p> <ul style="list-style-type: none"> • Softball • Badminton • Paddleball • Modified indoor activities Demonstrations • Stop/correct/refine
Asthma Awareness/Environmental Factors	<ul style="list-style-type: none"> • analyze how the environment influences the health of the community • analyze the environmental factors (e.g., air and water quality, living conditions) that affect personal health (e.g., increase in respiratory diseases) • describe environmental influences on health on the local, national, and global levels (e.g., pollution, industrial activity, weather) • analyze the impact of public health policies and government regulations on environmental health asthma policies

Pacing Guide Timeline by Quarters Timeline by Year

Topic	Suggested Timeframe
Rules/Procedures	1 week
Asthma Awareness	1 week
Fitness Test (Pre/Post)	1 weeks
Individual Activity: Dance, Aerobics or Rhythms	5 weeks
Individual Activity 1 st Unit	5 weeks
Team Activity: 1 st Unit	5 weeks
Individual Activity 2 nd Unit	5 weeks
Team Activity: 2 nd Unit	5 weeks
Asthma Awareness/Environmental Factors	1 week
Teacher's choice of standards-based activities or extension of Individual, team or lifetime activity unit	5 weeks

Enduring Understandings Quarters 1&2

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

- Communicate with teammates
- Cooperate with teammates
- Research and write a report about the activity
- Appreciate the mental, social, and physical benefits of recreational activities.
- Practice skills on their own
- Perform in a short – sided or modified game
- Perform in a regular game
- Officiate a game
- Play many positions effectively
- Keep score effectively
- Exhibit the qualities of a good teammate
- Serve as captain or manager of a team
- Enforce the rules and se
- The ability to understand social skills through the use of demonstrations, Peer to Peer instruction and Cross-cultural awareness
- Exhibit an improved skill level of activity performance through:
 1. Demonstrations
 2. Stop/correct/refine
 3. video usage for correction techniques
- **Develop Strategies or activities for stress management**
 1. Practice breathing and relaxation techniques
 2. Demonstrations
 3. Handouts
 4. Exhibit attributes of positive communication and etiquette
- Demonstrate ways to advocate for safety, and prevent unintentional injuries
- Access valid and reliable information regarding qualities of a healthy life style
- Comprehend the relationship between feelings and actions
- Analyze how positive health behaviors can benefit people throughout their life span
- Emotional and Social Wellness
- Understand the correlations between emotional and social wellness, enjoyment and recreational activities

Enduring Understandings

Quarters 3&4

- Students are able to display good sportsmanship
- Students are mentally prepared for participation
- Be able to use skills learned in one activity and apply them in another
- Practice for improvement
- Participate effectively and to the best of their ability without using performance enhancing substances
- Describe how peer physical development may change during adolescence
- Describe the benefits of healthy competition
- Enjoy achievement of health enhancing levels of fitness.

Essential Questions to Enduring Understandings

- What course of action will you take to maintain mental, physical, and social health in your future?
If food is labeled with nutritional information all over the country, why do some states have higher rates of obesity?
- What are the steps and key components for developing a physical fitness program to have life-long benefits?

Recreational Activities: Related Glossaries

Area	The number of square units needed to cover a surface.
Chart	A data display that presents information in columns and rows.
Equation	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Point	A specific location in space that has no discernible length or width.
Square	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table	A data display that organizes information about a topic into categories using rows and columns.
Width	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
Physical activity	Any fitness, sports, or recreational activity involving movement

Recreational Activities Glossary of Terms

Aerobic	Energy producing system within the muscle that requires oxygen.
Agility	The ability to change direction with the least amount of effort and time.
Anaerobic	Energy producing system within the muscle that is without oxygen.
Cardiovascular Endurance	The heart, lungs, and blood vessels work together as a team to allow one to stay active and exercise for a long period of time.
Circuit Training	A series of exercises in which a person moves from one station to another.
Coordination	The ability to integrate separate motor systems within varying sensory modalities into efficient movement. Coordination is linked to the motor fitness components of balance, speed, and agility.
Dynamic stretching	Involves moving parts of the body continuously while gradually increasing reach, speed of movement or both gently through a full range of motion. Stretching performed while in motion.
Flexibility	The muscles' ability to move a joint through a full range of motion
Interval Training	A method of training that involves alternating high intensity exercises with recovery periods.
Muscular Endurance	The maximum <i>number</i> of repetitions one can push, pull, or carry.
Muscular Strength	The maximum amount of weight one can lift, push, pull, or carry at <i>one</i> time.

Plyometrics	Exercise involving moving one's body over distance. It involves rapidly repeating stretching and contracting of muscles (as by jumping and rebounding) to increase muscle power.
Resistance Training	An activity that places an additional force against the muscle or muscle group.
Static Stretching	Involves stretching a muscle to the point of mild discomfort by holding it in a maximal stretch for an extended period.
Target Heart Rate Zone	Exercising within a range of 50 to 85% of one's maximum heart rate.

PHYSICAL EDUCATION LITERACY

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Grades 9-12: Student expectations (at the end of grade 12)

High school students possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable. Students demonstrate the ability to perform basic and advanced skill

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

High school students demonstrate knowledge and understandings necessary to develop scientifically based personal activity plans that include selected sports and activities. They use complex movement and principles independently refine their skills and apply them to learning new skills. Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn self-assess and improve movement skills independently. They also can recognize elite-level performance.

Participates regularly in physical activity.

Grades 9-12: Student expectations (at the end of grade 12)

High school students fully recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle and possess the skills, knowledge, interest, and desire to maintain an active lifestyle. They willingly participate in physical activities on a regular basis that contribute to the attainment of and maintenance of personal physical activity goals. Students at this age make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on needs, personal interests, capabilities, and resources. They possess adequate movement capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation. They can independently apply appropriate training

Achieves and maintains a health-enhancing level of physical fitness.

Grades 9-12: Student expectations (at the end of grade 12)

Young adults assume greater self-responsibility in their lives and display greater autonomy in their personal behaviors. They demonstrate responsibility for their own health-related fitness status by participating in appropriate physical activities on a regular basis. They engage in activities in a variety of settings (e.g., school, home, workplace, community) for the purpose of achieving and maintaining health-related fitness. They are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own programs to achieve and maintain personal fitness goals that encompass all components of fitness.

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Grades 9-12: Student expectations (at the end of grade 12)

Young adults demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts. Students synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society. They make enlightened personal choices for engaging in physical activity over the life span, recognizing the influence of age, disability, gender, race, ethnicity, socioeconomic status, and culture. They develop a personal philosophy of participation reflecting inclusive practices in physical activity settings.

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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. They 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. They enjoy regular participation in selected activities, either alone or with friends. They can explain why participation in these activities is enjoyable and desirable

Health and Fitness (Physical Education)

CLIP

Connections to English Language Arts:

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

Requirement (EALR 1.0)

RI, Reading Standards for Informational Text
(1.1.5)

EALR 1: The

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

GLE, Grade Level Expectations

Component	CCSS Connection	Sample Activity
<p>Component 1.1 Develops motor skills and movement concepts as developmentally appropriate</p>	<p>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.</p>	<p>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.</p>
<p>Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</p>	<p>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.</p>	<p>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.</p>
<p>Component 1.3 Understands the components of health related fitness and interprets information from feedback, evaluation, and self assessment in order to improve performance.</p>	<p>WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>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.	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.	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?
Component 1.5 Understands relationship of nutrition and food nutrients to body composition and physical performance.	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.	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.

Connections to CLIP 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	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

	the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	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”)
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Connections to CLIP 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 health.	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.	GLE 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices. Using 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 of ideas, avoiding plagiarism and following standard format for citation.	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 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
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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>

[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

<http://www.scholastic.com/teachers/article/history-gynastic-ancient-greece-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.supportrealtteachers.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>

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

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/>

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
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Quotes:

Quotes About Eating Disorders (140)

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

Poems:

Anorexic poems-Hello Poetry

<http://hellopoetry.com/words/35435/anorexic/poems/>

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

The Facts on Fad Diets – Diet and Nutrition Center – Everyday Health

<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

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>

Wellness Worksheets Twelfth Edition

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

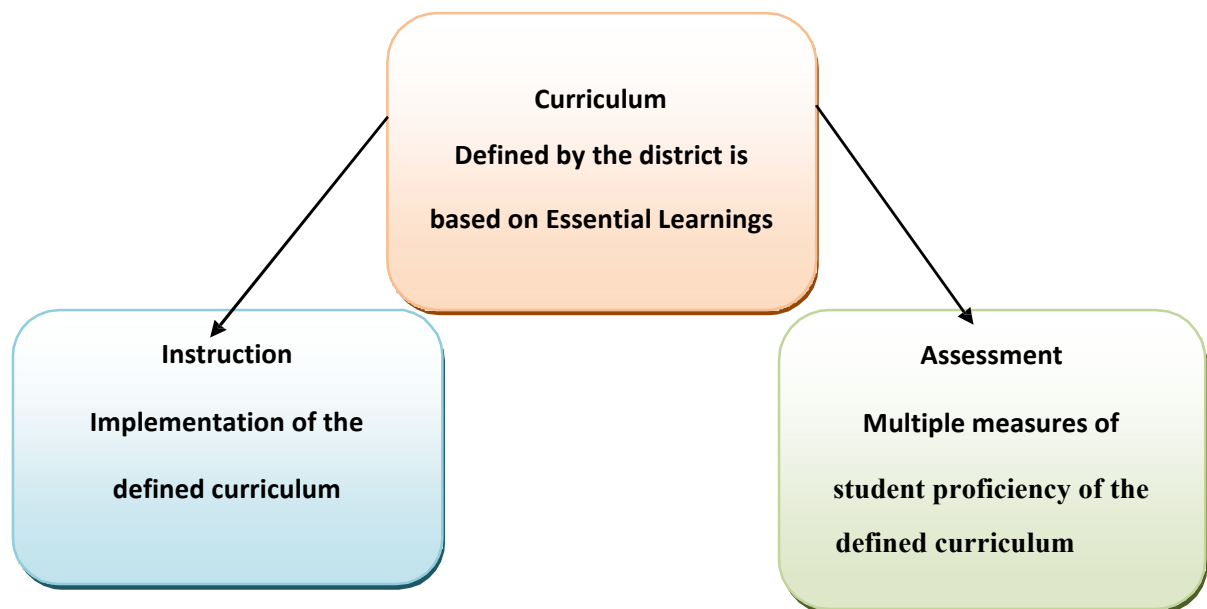
https://www.google.com/search?hl=en&q=cartoons+for+health&gbv=2&sa=X&oi=image_result_group&ei=fT9BVb7tBsOegwT3q4HwAg&ved=0CBkQsAQ&tbm=isch

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**.

School physical education programs are the one place where:

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.

