

**3rd-6th P.E. UNITS**

<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>	<i>6th Grade</i>
<p><b>SEPTEMBER</b> <i>Fitness Testing/Group Games</i> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p>Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment</p> <p>Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p><b>OCTOBER</b> <i>Soccer</i> Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p><b>NOVEMBER</b> <i>Cooperative Games</i> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p>	<p><b>SEPTEMBER</b> <i>Fitness Testing/Group Games</i> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p>Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment</p> <p>Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p><b>OCTOBER</b> <i>Soccer</i> Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p><b>NOVEMBER</b> <i>Cooperative Games</i> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p>	<p><b>SEPTEMBER</b> <i>Fitness Testing/Group Games</i> Apply specific rules, 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lifetime.</p> <p><b>OCTOBER</b> <i>Soccer</i> Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities)</p> <p>Analyze, and correct movements and apply to refine movement skills.</p> <p>Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings</p> <p><b>NOVEMBER</b> <i>Cooperative Games</i> Analyze, and correct movements and apply to refine movement skills.</p> <p>Recognize and involve others of all ability levels into a physical activity</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness</p>

Accept and respect others of all skill levels and abilities during participation.

### **DECEMBER**

#### ***Basketball***

Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

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### **JANUARY**

#### ***Volleyball***

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Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

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Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities)

Analyze, and correct movements and apply to refine movement skills.

Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings

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### **MARCH**

#### ***Dance***

Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities)

Analyze, and correct movements and apply to refine movement skills.

Recognize and involve others of all ability

<p>applied settings (e.g., games, sports, dance, recreational activities).</p> <p>Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p>recreational activities).</p> <p>Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p>recreational activities).</p> <p>Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p>levels into a physical activity</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness</p>
<p><b>MARCH</b> <i>Dance</i></p> <p>Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles</p> <p>Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p><b>MARCH</b> <i>Dance</i></p> <p>Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles</p> <p>Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p><b>MARCH</b> <i>Dance</i></p> <p>Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles</p> <p>Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p><b>APRIL</b> <i>Fitness</i></p> <p>Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities)</p> <p>Analyze, and correct movements and apply to refine movement skills.</p> <p>Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p>
<p><b>APRIL</b> <i>Fitness</i></p> <p>Develop the necessary body control to improve stability and balance during movement and physical activity</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>Accept and respect others of all skill levels</p>	<p><b>APRIL</b> <i>Fitness</i></p> <p>Develop the necessary body control to improve stability and balance during movement and physical activity</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>Accept and respect others of all skill levels</p>	<p><b>APRIL</b> <i>Fitness</i></p> <p>Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p><b>APRIL</b> <i>Fitness</i></p> <p>Develop the necessary body control to improve stability and balance during movement and physical activity</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p><b>MAY</b> <i>Fitness Testing/Badminton</i></p> <p>Analyze, and correct movements and apply to refine movement skills.</p> <p>Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings</p> <p>Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness</p> <p>Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p><b>JUNE</b> <i>Group Games</i></p> <p>Analyze, and correct movements and apply to refine movement skills.</p> <p>Recognize and involve others of all ability levels into a physical activity</p> <p>Explain the importance of assuming responsibility for personal health behaviors</p>

<p>and abilities during participation.</p> <p>Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>Determine how different factors influence personal fitness and other health lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness</p> <p><b>MAY</b> <b><i>Fitness Testing/ Badminton</i></b> Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p><b>JUNE</b> <b><i>Group Games</i></b> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p>and abilities during participation.</p> <p>Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>Determine how different factors influence personal fitness and other health lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness</p> <p><b>MAY</b> <b><i>Fitness Testing/ Badminton</i></b> Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p><b>JUNE</b> <b><i>Group Games</i></b> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p>	<p>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p>Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>Determine how different factors influence personal fitness and other health lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness</p> <p>Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p> <p><b>MAY</b> <b><i>Fitness Testing/ Badminton</i></b> Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>Accept and respect others of all skill levels and abilities during participation.</p> <p><b>JUNE</b> <b><i>Group Games</i></b> Apply specific rules, strategies, and procedures for specific physical activity,</p>	<p>through physical activity throughout one's lifetime.</p>
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### K & 6th Grade HEALTH UNITS

<i>Kindergarten</i>	<i>6th Grade</i>
<p><b><i>Unit 1 Personal Growth and Development</i></b>            *Explore how activity helps all human bodies stay healthy.</p> <p>*Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth.)</p> <p><b><i>Unit 2 Pregnancy and Parenting</i></b>            *Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)</p> <p><b><i>Unit 3 Emotional Health</i></b>            *Identify what it means to be responsible and list personal responsibilities</p> <p>*Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)</p> <p><b><i>Unit 4 Social and Sexual Health</i></b>            *Identify basic social needs of all people</p> <p>*Determine factors that contribute to healthy relationships</p>	<p><b><u>WEEK 1</u></b>  <b><i>Personal Growth and Development (6 classes including review day and test day)</i></b>            *Explain how appropriate health care can promote personal health.            *Analyze how genetics and family history can impact personal health.</p> <p><b><u>WEEK 2</u></b>  <b><i>Emotional Health</i></b>            *Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).            *Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p><b><u>WEEK 3</u></b>  <b><i>Social and Sexual Health</i></b>            *Demonstrate communication skills that will support healthy relationships.            *Compare and contrast the characteristics of healthy and unhealthy relationships.            *Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p>

\*Explain healthy ways for friends to express feelings for and to one another.

\*Define bullying and teasing and explain why they are wrong and harmful.

### **Unit 5 Community Health and Support**

\*Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

\*Determine where to access home, school, and community health professionals.

### **Unit 6 Nutrition**

\*Explore different types of foods and food groups

\*Explain why some foods are healthier to eat than others

\*Differentiate between healthy and unhealthy eating habits.

### **Unit 7 Personal Safety**

\*Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

\*Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicles, water, weather safety.)

\*Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)

\*Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)

### **Unit 8 Health Conditions, Diseases, and Medicines**

\*Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illness, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate for various weather conditions)

### **Unit 9 Alcohol, Tobacco, and other Drugs**

\*Explain what medicines are, how they are used, and the importance of utilizing medicines properly

\*\*\*Students will demonstrate the ability to identify different emotions. Students will demonstrate an understanding of appropriate responses to anger and conflicts.

\*\*\*Students will identify properly washing hands as the best defense against the spread of germs. Students will demonstrate the ability to identify proper personal hygiene practices (i.e. bathing, washing clothes, and brushing hair). Students will demonstrate the ability to properly wash their hands

### **WEEK 4**

#### **Community Health and Support**

\*Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

\*Collaborate with other students to develop a strategy to address health issues related to climate change.

\*Analyze difficult situations that might lead to feelings of sadness, anxiety, or depression and identify individuals, agencies or places in the community where assistance may be available.

### **WEEK 5**

#### **Nutrition**

\*Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

### **WEEK 6**

#### **Unit 7 Personal Safety**

\*Define sexual consent and sexual agency.

\*Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

\*Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

### **WEEK 7**

#### **Pregnancy and Parenting:**

\*Predict challenges that may be faced by adolescent parents and their families.

### **WEEK 8**

#### **Health Conditions, Diseases, and Medicines**

\*Explain how the immune system fights disease.

\*Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

### **WEEK 9**

#### **Alcohol, Tobacco, and other Drugs**

Sexual Abuse and assault awareness and prevention education

Sexual Assault Prevention

\*Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

\*Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

### **WEEK 10**

#### **Dependency, Substances Disorder, and Treatment**

\*Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

\*Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

\*\*\*Students will demonstrate an understanding of the growth that has taken place from their birth to present

Students will demonstrate the ability to identify plants and animals as our food source.

Students will demonstrate the ability to differentiate between foods that come from plants, and those that come from animals

\*\*\*Students will demonstrate the ability to identify medicines as drugs that are used to help people who are sick.