RAPID CITY SCHOOL DISTRICT
Health, Physical Education & Recreation
Middle School Curriculum Guide

<table>
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<tr>
<th>H- Health</th>
<th>P- Physical</th>
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“Health and recreation are as necessary as reading. I will rather say more necessary because health is worth more than learning.” Thomas Jefferson

Approved by the Board of Education, January 2003
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RAPID CITY AREA SCHOOLS
300 6th Street
Rapid City, South Dakota

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INTEGRATING HEALTH AND PHYSICAL EDUCATION

As American education goes through major reform, health and physical education curriculum committee members also see the need for health and physical education reform as well. Presently, the Rapid City high schools do not offer health at the high school level. The middle schools vary in the amount of health instruction covered at each school. With the "No Child Left Behind Act" incorporated by President Bush, physical education instructors will be more effective at meeting the needs of student's literacy, comprehension, and editing by combining health and physical education.

In order to successfully achieve the combination of two excellent curricula without deleting valuable material from one or the other, the following recommendations are being made:

- Each class will consist of 75% physical education activities and 25% health related topics.
- Topics listed in the health curriculum that are covered in science or other core areas will not be covered extensively but may be reinforced in physical education, due to the limited time factor.
- Each high school physical education class will have a title combining physical education and health curricula.
- Each high school physical education class will cover various health topics. Topics were selected depending on the grade level and types of activities taught in each physical education class. Approximately ten health topics will be covered per class.
- State health and physical education standards will be combined and followed.
RAPID CITY AREA SCHOOLS
HEALTH / PHYSICAL EDUCATION CURRICULUM

MISSION STATEMENT / PHYSICAL EDUCATION:
"Instilling a passion for a healthy and active lifestyle."

MISSION STATEMENT / HEALTH:
"To create a research based, differentiated curriculum that is developmentally appropriate and culturally relevant that integrates national, state and local standards."

VISION STATEMENT / PHYSICAL EDUCATION:
"To ensure that students are educated with the necessary skills and knowledge needed to lead a healthy, active lifestyle, and are prepared for the physical, emotional, and social demands of the 21st century."

VISION STATEMENT / HEALTH:
"To create a curriculum that teaches and models healthy choices and empowers students to 'live a life' of physical, social and emotional wellness."
Human Sexuality  Smoking
Nutrition
Sports
Injuries/Basic First Aid
Substance Abuse
High-Risk Behaviors
Safety
Health-Related Career
Environmental Health
Exercise
Personal Hygiene
Health Technology
Consumer Health
MISSION: To create a research-based, differentiated curriculum that is developmentally appropriate and culturally relevant which integrates national, state and local standards.

Communication
Prevention/Abstinence
Family Life
Diseases
Immunity
Mental & Emotional Health
Influence of Media & Advertisements
Death & Dying/Suicide
Body Systems & Senses
PHYSICAL EDUCATION
MISSION: Instilling a passion for a healthy and active lifestyle.

BALANCE
- TEAM SPORTS
- MUSCLE POWER
- MUSCLE STRENGTH
- BASIC KNOWLEDGE & RULES OF ACTIVITIES
- SAFETY
- COORDINATION
- APPLICATIONS

LIFETIME ACTIVITIES
- BASIC FUNDAMENTAL SKILLS & TECHNIQUES

FLEXIBILITY
- INDIVIDUAL SPORTS
- LOCOMOTOR MOVEMENTS
- AGILITY
- ENDURANCE
- BODY COMPOSITION
- TEAMWORK
- SPORTSMANSHIP
- HONESTY
- INTEGRITY
PHILOSOPHY STATEMENT - PHYSICAL EDUCATION

As educators in the Rapid City School District, we believe that physical education is an important part of the total educational program. We have drafted the following statements to show the benefits derived from participation in physical education:

We believe that all students pre K-12 should be provided quality, daily physical education under the instruction and supervision of a physical education specialist. Physical education makes a contribution to the development of knowledge, understanding, and positive attitudes concerning human movement, as well as physical activity. In physical education, children should be taught the importance of leading physically active lifestyles that promote health and fitness. It is important that children are exposed to and taught behaviors that will help them lead physically active lifestyles as adults.

We believe that each child is a unique individual with his/her own rate of developmental and individual physical, mental, emotional, and social needs. We also believe that each child has different abilities for learning movement skills. Furthermore, we believe that each child has the right to experience success in physical education. As a result of participating in this physical education program the students will have the opportunity to:

1. Demonstrate competency in many movement forms and proficiency in a few movement forms.
2. Apply movement concepts and principles to the learning and development of motor skills.
3. Exhibit a physically active lifestyle.
4. Achieve and maintain a health-enhancing level of physical fitness.
5. Demonstrate responsible, personal and social behavior in physical activity settings.
6. Demonstrate understanding and respect for differences among people in physical activity settings.
7. Understand that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction.

PHILOSOPHY STATEMENT - HEALTH

Schools have an enormous responsibility for helping students develop the knowledge and skills they need to be healthy and achieve academically. Since comprehensive school health education occurs within the context of education and learning, it contributes to the broader mission of schools.

The intent of comprehensive school health education is to motivate students to maintain and improve their health, prevent disease and avoid or reduce health-related risk behaviors. It also provides students with the knowledge and skills to be healthy for a lifetime.

Comprehensive school health education is a planned, sequential pre-kindergarten through grade 12 curriculum that addresses the physical, mental, emotional and social dimensions of health. A comprehensive curriculum includes broad content areas on personal health, family health, community health, environmental health, growth and development, sexuality, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and prevention of substance use and abuse.

Effective curricula focuses on learning critical health skills such as communication, stress management, decision making and goal setting. The rationale for the focus on skills is derived from health education theory and is supported by research that has demonstrated the effectiveness of skills-based curricula in influencing students' health attitudes and practices.
NATIONAL STANDARDS FOR PHYSICAL EDUCATION INDICATES THAT A PHYSICALLY EDUCATED STUDENT:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies involvement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible, personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

NATIONAL STANDARDS FOR HEALTH EDUCATION INDICATES THAT:

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.
Physical Education Curriculum
South Dakota
Physical Education Standards

Rationale Statement for Physical Activity Standards:

A wealth of information has been accumulated to point to the importance of physical activity in promoting health and wellness. Evidence also indicates that habits (lifestyles) established in youth are likely to influence adult lifestyles and associated health and wellness. Physical activity, a primary (protective) factor for many chronic health conditions, is an integral part of comprehensive school health education but also must be promoted as an important educational goal.

Meeting physical activity standards includes both promotion of physical activity among youth and promotion of lifelong physical activity that will enhance workplace skills, fitness, and wellness associated with quality of life. Achieving lifetime physical activity standards results in learning real life skills. Higher-order skills include decision making and problem solving required to become informed, lifetime physical activity consumers.

1. Students will develop competency in all fundamental movement skills and proficiency in some movement forms.
2. Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.
3. Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.
4. Students will develop responsible and respectful personal and social behavior in physical activity settings.
5. Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.
The South Dakota Physical Education Standards and Indicators remain the same throughout the K-12 Standards document. It is within the benchmarks and sample grade level activities that there is a difference of what would be expected based on each grade level cluster.

STANDARD/GOAL ONE:
Students will develop competency in all fundamental movement skills and proficiency in some movement forms

   Indicator 1: Students will model complex locomotor movement patterns in specialized activities.
   Indicator 2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.
   Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

STANDARD/GOAL TWO:
Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

   Indicator 1: Students will apply scientific concepts and principles to analyze performance of self and others.
   Indicator 2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.
   Indicator 3: Students will evaluate various strategies leading to successful performance.

STANDARD THREE:
Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

   Indicator 1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.
   Indicator 2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.
   Indicator 3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.
STANDARD FOUR:
Students will develop responsible and respectful personal and social behavior in physical activity settings.

   Indicator 1: Students will model and encourage appropriate personal and social conduct in physical activities.

   Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

   Indicator 3: Students will evaluate the positive impact of contributions provided through human diversity.

STANDARD FIVE:
Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

   Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

   Indicator 2: Students will evaluate the unique benefits of perseverance and pursuit of challenging physical activity.

   Indicator 3: Students will analyze employment/career options in the physical education/fitness fields.
GENERAL DESCRIPTION
OF
PHYSICAL EDUCATION STANDARDS

Standard 1: Demonstrates competency in many fundamental movement skills and proficiency in a few movement forms (Fundamental Skills).

The intent of this standard is to:
- Develop motor skills.
- Demonstrate motor skill proficiency.
- Encourage meaningful participation.

Movement competence implies the development of sufficient ability to enjoy participation in physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation.

Standard 2: Applies movement concepts and principles to the learning and development of movement skills (Movement Concepts).

The intent of this standard is to:
- Understand introductory concepts of movement skills.
- Apply and generalize concepts to real-life activity situations.
- Acquire new skills while continuing to refine existing ones.

Standard 3: Exhibits a physically active lifestyle (Active Lifestyle), achieves and maintains a health-enhancing level of physical fitness (Physical Fitness).

The intent of this standard is to:
- Connect what is done in the physical education class with the lives of students outside of physical education.
- Encourage participation in developmentally appropriate activities.
- Develop an understanding of the relationship between physical activity and wellness.
• Experience enjoyment through physical activity.
• Develop an understanding of technology as it relates to physical fitness and wellness.
• Encourage students to reach their own level of individual fitness.
• Promote responsibility for personal fitness leading to an active, healthy lifestyle.
• Understand health-related fitness components.

Standard 4: Demonstrates responsible personal and social behavior in physical activity settings (Personal and Social Skills), demonstrates understanding and respect for differences among people in physical activity settings (Diversity).

The intent of this standard is to:
• Promote behavior that will encourage personal and group success.
• Ensure safe practices that adhere to rules and procedures.
• Encourage cooperation and teamwork.
• Promote ethical behavior and positive social interaction.
• Encourage positive interactions with all individuals, e.g. gender, race socio-economic status, disabilities, culture, ethnicity, physical characteristics, movement performance, diverse characteristics and backgrounds.
• Develop strategies for inclusion of all students.

Standard 5: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interactions (Values Physical Activity).

The intent of this standard is to:
• Recognize the value of physical activity.
• Pursue new individual and group activities.
• Experience enjoyment while participating in physical activity.
• Provide opportunities for personal growth.
Grades 6-8 Physical Education Standards

Performance Criteria: Application of Knowledge

STANDARD ONE: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

ADVANCED:

The student consistently demonstrates control, rhythm, coordination, fluid movement, and proper technique in the execution of locomotor skills; s/he consistently transfers these skills into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (locomotor skills)

The student consistently demonstrates correct technique in controlling the force applied to or received from an object; s/he consistently and effectively transfers these skill into movement patterns and/or specialized activities/games; the student consistently reflects on the effectiveness of skills transferred and makes adjustments if necessary. (manipulative skills)

The student consistently controls balance and weight transfer in a variety of complex body positions; s/he uses kinesthetic sense to adjust body position as needed; the student effectively transfers these skills into complex combinations and/or sequences, reflects on the effectiveness of the transfer, and makes adjustments if necessary. (non-locomotor/stability skills)

PROFICIENT:

The student frequently demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he frequently transfers these into various movement patterns, activities, and/or games. (locomotor skills)

The student usually displays correct technique while applying force to or receiving force from an object; s/he generally transfers these skills to modified movement patterns. (manipulative skills)

The student frequently controls balance and weight transfer in a variety of increasingly complex body positions; s/he often uses kinesthetic sense to successfully adjust body in complex movement combinations and/sequences. (non-locomotor/stability skills)

BASIC:

The student occasionally demonstrates appropriate coordination and proper technique in the execution of locomotor skills; s/he transfers these skills to some movement patterns or to limited activities with assistance. (locomotor skills)
The student displays some elements of correct technique when applying force to or receiving force from an object. (manipulative skills)
The student sporadically achieves balance and successful weight transfer in a variety of body positions; s/he demonstrates emerging kinesthetic sense and ability to adjust body position and weight transfer. (non-locomotor/stability skills)

**STANDARD TWO:** Students will analyze movement concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

**ADVANCED:**

The student consistently demonstrates the ability to utilize knowledge of scientific principles to enhance her/his performance; s/he applies skill-specific information to improve personal performance and to assist others; the student consistently and accurately evaluates personal performance and the performance of others based on proven scientific concepts. (movement concepts)
The student consistently analyzes scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he accurately develops a fitness plan based on an evaluation of personal need; the student effectively modifies specific elements of her/his practice/training plan when appropriate. (training)
The student consistently analyzes various options related to a specific situation; s/he creates and/or appropriately adapts movement patterns/strategies that lead to successful performance; the student consistently uses pre-established criteria to determine if a specific pattern/strategy provides the desired outcome. (strategies)

**PROFICIENT:**

The student demonstrates the ability to apply self-determined or teacher-directed skills-specific information to enhance her/his performance and the performance of others; s/he applies the knowledge of scientific principles to her/his performance and the performance of others. (concepts/principles)
The student frequently applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he uses guidance to effectively modify appropriate elements of practice/training plan. (training)
The student analyzes a situation and usually creates and appropriately adapts movement patterns and/or movement forms that lead to successful performance. (strategies)
BASIC:

The student incorporates teacher-directed skills-specific information into the performance of her/his movement skills; s/he attempts to apply the knowledge of scientific principles to her/his performance. (concepts/principles)
The student occasionally applies scientific concepts to identify the effects of physical, emotional, and cognitive factors on performance; s/he requires significant assistance to effectively modify appropriate elements of a practice/training plan. (training)
The student uses teacher guidance to appropriately adapt movement patterns and/or movement forms that lead to successful performance. (strategies)

STANDARD THREE: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

ADVANCED:

The student uses scientifically based data to independently and consistently monitor her/his personal fitness level; s/he subsequently develops a personal plan to achieve fitness goals; the student consistently and effectively re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (health-related fitness components)
The student consistently and effectively communicates the benefits of ongoing physical activity; s/he distinguishes appropriate from inappropriate practice and provides sound rationale for choosing specific activities; the student consistently offers reasonable evidence that specific activities bring about desired fitness benefits. (benefits)
The student consistently describes the various school and community resources available to maintain personal health and fitness; s/he regularly participates in physical activity routine which addresses personal needs and enhances health-related fitness; the student regularly creates opportunities and encourages others to participate in various fitness activities. (participation)

PROFICIENT:

The student generally incorporates external guidance to monitor her/his own fitness level and develops a personal plan to achieve fitness goals; s/he, with assistance, re-evaluates and adjusts the plan to maintain or improve the desired fitness level. (health-related fitness components)
The student frequently communicates the benefits of physical activity and recognized differences between appropriate and inappropriate practices. (benefits)
The student routinely participates in physical activity and increases/decreases the frequency, intensity, time, and type as instructed; s/he is aware of some school and community resources available to maintain personal health and fitness. (participation)

**BASIC:**

The student understands information regarding her/his own fitness level; s/he can follow a pre-established fitness plan and recognize personal improvement. (health-related fitness components)
The student understands the benefits of physical activity and follows instruction regarding appropriate practices. (benefits)
The student randomly participates in physical activity; s/he has limited knowledge of school and community resources available to maintain personal health and fitness. (participating)

**STANDARD FOUR:** Students will develop responsible and respectful personal and social behavior in physical activity settings.

**ADVANCED:**

The student consistently and willingly strives to create and maintain a safe and supportive environment in all physical activity settings; s/he independently presents a positive character and models superlative standards of personal conduct during physical activity; the student effectively employs skills and techniques that facilitate harmonious human interactions. (positive interaction)
The student consistently recognizes the impact of each member’s contribution on maintaining a positive and meaningful group situation; s/he convincingly articulates the need for utilizing the strengths and skills of all individuals within the group; the student willingly and responsibly fulfills various roles and adjust personal behavior to facilitate positive group interactions and dynamics. (responsible behavior)
The student consistently demonstrates the value of individual uniqueness through positive dialogue and interaction with others; s/he creates ways to include all members of a group in physical activity settings; the student’s natural behavior demonstrates that s/her personally values the equitable participation of each individual. (diversity)
**PROFICIENT:**

The student frequently portrays positive character and acceptable standards of personal conduct during physical activity; s/he generally demonstrates skills and techniques that facilitate harmonious human interactions. (positive interaction)
The student accepts appropriate roles and typically adjusts behavior to contribute to positive group dynamics. (responsible behavior)
The student effectively uses strategies that indicate s/he understands the value of equitable participation in physical activity settings. (diversity)

**BASIC:**

The student practices acceptable standards of personal conduct during physical activity; s/he responds favorably to encouragement regarding positive human interactions. (positive interaction)
The student, with guidance, responds to different roles and with encouragement, adjusts behavior to contribute to positive group dynamics. (responsible behavior)
The student accepts the concept of equitable participation in physical activity settings. (diversity)

**STANDARD FIVE:** Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

**ADVANCED:**

The student clearly describes the psychological benefits derived from physical activity; s/he consistently chooses physical activities that enhance self-expression and self-confidence; the student advocates regular participation in physical activity which provides opportunities for personal enjoyment and positive social interaction. (self-expression/self-confidence)
The student consistently demonstrates the motivation, personal desire, and/or determination to pursue an increased level of accomplishment and skill; the student consistently organizes her/his personal schedule to maintain a healthy balance among mental, physical, and social factors; s/he reflects on personal success and uses it as a springboard to continue striving to attain goals. (challenge/satisfaction)
The student thoroughly researches the vast employment/career opportunities associated with the physical education and fitness fields; s/he insightfully articulates personal expectations and attributes for pursuing or eliminating employment options within these fields; the student accurately explains how physical education/fitness careers support and/or interrelate with other employment fields. (employment opportunities)
PROFICIENT:

The student generally chooses physical activities that enhance self-expression and self-confidence; s/he values regular participation in physical activity as an opportunity for personal enjoyment and positive social interaction. (self-expression/self-confidence)
The student demonstrates the personal desire and/or determination to pursue an increased level of accomplishment and skill; s/he recognizes personal success and uses it as a springboard to continue striving to attain goals. (challenge/satisfaction)
The student explores the vast employment/career opportunities associated with the physical education and fitness fields; s/he determines feasible employment options within these fields. (employment opportunities)

BASIC:

The student chooses, from suggestions, activities that enhance self-confidence; s/he realizes that regular participation in physical activity provides opportunities for personal enjoyment and positive social interaction. (self-expression/self-confidence)
The student accepts guidance and encouragement to pursue an increased level of accomplishment and skill; s/he recognizes the exhilaration of personal success. (challenge/satisfaction).
The student recognizes various employment/career opportunities associated with the physical education and fitness fields. (employment)
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## Physical Education Scope Sequence

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### Physical Education Scope Sequence

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### Physical Education Scope Sequence

- **I** = Introduce
- **E** = Emphasize
- **M** = Maintain

#### Standard #3 cont.

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HEALTH RELATED PHYSICAL FITNESS ASSESSMENTS
FITNESS ASSESSMENTS

Physical Education will use some form of fitness testing to assess students on their fitness level.

Fitness assessment may include test from five of the six components:

1. Body composition/ Body measurement
2. Cardiovascular endurance
3. Coordination/ Agility
4. Flexibility
5. Muscular endurance
6. Muscular strength

THE GOALS OF FITNESS ASSESSMENT:

1. To promote enjoyable physical fitness and activity assessments and reporting programs for children and youth.
2. To develop affective, cognitive, and behavioral components related to participation in regular physical activity in all children and youth, regardless of gender, age, disability, or any other factor.
3. To instill a belief in children that regular physical activity contributes to good health, function, and well-being and is important throughout a person's lifetime.
4. To emphasize participation in a wide variety of physical activities to develop and maintain an acceptable level of physical fitness.
5. To endorse the concept that physical activity should be fun and enjoyable.
6. To help all children and youth achieve a level of activity and fitness associated with excellent health, growth, and function.
7. To teach students how to self-assess their fitness levels, interpret assessment results, plan personal programs, and motivate themselves to remain active on their own.
COURSE/CONTENT DESCRIPTION

Physical education provides students with a base of knowledge and skills in order to promote wellness and a physically active lifestyle.

STUDENT LEARNING OUTCOMES

Standard 1: Movement Skills
1. Demonstrate proficiency in individual and team sports.
2. Participate in dance.

Standard 2: Learning Concepts
1. Understand basic skills and techniques associated with all team and individual activities.
2. Understand rules, scoring procedures, and use/care of equipment for each activity or sport.

Standard 3: Active Lifestyles and Physical Fitness
1. Participate in physical education classes daily stressing activity for at least 20 to 30 minutes.
2. Develop an awareness of the many and varied opportunities outside of physical education class for participation in an individual or team sport.
3. Participate on a regular basis in a lifetime activity outside of physical education that will be health enhancing and personally rewarding.
4. Participate in moderate to vigorous physical activity in a variety of settings.
5. Be introduced to advances in technology, which help to promote personal physical fitness.
6. Work with minimal supervision in pursuit of personal fitness goals.
Standard 4: Personal and Social Skills and Diversity

1. Demonstrate the ability to work with others in a game or physical activity.
2. Know expected safety standards and adhere to them while participating in physical education.
3. Be encouraged to show respect for other students in all units of physical education with special emphasis on etiquette during partner folk dance unit.
4. Recognize the role of games, sports, and dance in getting to know and understand others.
5. Seek out, participate with, and show respect for persons of like and different skill levels.
6. Experience dance forms and music from various cultures and ethnic backgrounds.

Standard 5: Benefits of Physical Activity

1. Describe ways to use the body and movement activities to communicate feelings.
2. Choose to exercise away from the school setting for personal enjoyment and benefit.
3. Recognize units (such as dance or net games) as being possible lifetime activities.

Health Standards (Refer to the Health Curriculum Section):

ASSESSMENT

Teacher observation
Student logs
Fitness testing
State Course Outline
Rapid City School District
Grade 7 — Physical Education

COURSE/CONTENT DESCRIPTION

Physical education provides students with a base of knowledge and skills in order to promote wellness and a physically active lifestyle.

STUDENT LEARNING OUTCOMES

Standard 1: Movement Skills
  1. Demonstrate proficiency in individual and team sports.
  2. Participate in dance.

Standard 2: Learning Concepts
  1. Understand basic skills and techniques associated with all team and individual activities.
  2. Understand rules, scoring procedures, and use/care of equipment.
  3. Detect, analyze, and correct errors in personal movement patterns.
  4. Evaluate the time and effort needed to be given to practice if skill improvement and fitness benefits are to be realized.

Standard 3: Active Lifestyle and Physical Activity
  1. Participate in physical education classes daily stressing activity for at least 20 to 30 minutes.
  2. Develop an awareness of the many and varied opportunities outside of physical education class for participation in an individual or team sport.
  3. Participate on a regular basis in a lifetime activity outside of physical education that will be health enhancing and personally rewarding.
  4. Be introduced to advances in technology, which help to promote personal physical fitness.
  5. Be able to self-assess their health-related components of physical fitness.
  6. Be able to design a personal fitness plan that identifies the five health-related components of fitness.
Standard 4: Personal and Social Skills and Diversity
1. Demonstrate the ability to work with others in a game or physical activity.
2. Know expected safety standards and adhere to them while participating in physical education.
3. Be encouraged to show respect for other students in all units of physical education with special emphases on etiquette during dance unit.
4. Recognize the role of games, sports, and dance in getting to know and understand others.
5. Seek out, participate with, and show respect for persons of like and different skill levels.
6. Experience dance forms and music from various cultures and ethnic backgrounds.

Standard 5: Benefits of Activity
1. Develop an understanding and appreciation of lifelong fitness and wellness.
2. Make a commitment to physical activity as an important part of one's lifestyle.
3. Recognize units (such as snow skiing or table tennis) as being possible lifetime activities.

Health Standards (Refer to the Health Curriculum Section):

ASSESSMENT

Teacher observation
Student logs or projects
Fitness testing
State Course Outline
Rapid City School District
Grade 8 — Physical Education

COURSE/CONTENT DESCRIPTION

Physical education provides students with a base of knowledge and skills in order to promote wellness and a physically active lifestyle.

STUDENT LEARNING OUTCOMES

Standard 1: Movement Skills
1. Demonstrate proficiency in individual and team sports.
2. Participate in dance.

Standard 2: Learning Concepts
1. Understand basic skills and techniques associated with all team and individual activities.
2. Understand rules, scoring procedures, and use/care of equipment for each activity or sport.
3. Practice in ways that are appropriate for helping them learn new skills or sports on their own.
4. Describe principles of training and conditioning for specific physical activity.

Standard 3: Active Lifestyle and Physical Activity
1. Participate in physical education class daily stressing activity for at least 20 to 30 minutes.
2. Develop an awareness of the many and varied opportunities outside of physical education class for participation in an individual or team sport.
3. Participate on a regular basis in a lifetime activity outside of physical education that will be health enhancing and personally rewarding.
4. Be introduced to advances in technology, which help to promote personal physical fitness.
5. Learn how to sustain an aerobic activity, maintaining a target heart rate to achieve cardiovascular benefits.
6. Achieve and maintain appropriate body composition.
Standard 4: Personal and Social Skills and Diversity
1. Demonstrate the ability to work with others in a game or physical activity.
2. Know expected safety standards and adhere to them while participating in physical education.
3. Be encouraged to show respect to other students in all units of physical education with special emphasis on etiquette during dance unit.
4. Recognize the role of games, sports, and dance in getting to know and understand others.
5. Seek out, participate with, and show respect for persons of like and different skill levels.
6. Experience dance forms and music from various cultures and ethnic backgrounds.

Standard 5: Benefits of Physical Activity
1. Develop an understanding and appreciation for individual and team sports for lifelong fitness.
2. Recognize the enjoyment of participating in a variety of team sport experiences in competitive and recreational settings.
3. Recognize units (such as golf or tennis) as being possible lifetime activities.

Health Standards (Refer to the Health Curriculum Section):
Goal #1; Indicator 1, 2, and 3
Goal #2; Indicator 3
Goal #3; Indicator 1 and 2
Goal #4; Indicator 2 and 3

ASSESSMENT
Teacher observation
Student logs or projects
Fitness testing
Middle School Benchmarks
Physical Education

Standard #1 Movement Skills
- The student uses skills and combination of skills applied within the context of each unit offered at this level.
- Mature patterns are now expected for all basic manipulative, loco motor, and non-loco motor skills in addition to basic skills of selected sport, dance, and fitness activities.
- The student is expected to increase the skill level in a variety of movement forms. Students will show an increased ability in a variety of skills in individual and group activities.

Standard #2 Learning Concepts
- The student is able to use and apply concepts and information from a variety of sources to enhance learning and performance.
- The student will identify critical elements of advanced movement skills and game strategies.

Standard #3 Active Lifestyle and Physical Fitness
- The student should set physical activity goals and participate in individualized programs.
- There should be greater understandings of long-term benefits resulting from physical activity and the relationship of health maintenance to the quality of life.
- The students should participate regularly in health enhancing physical activities while exploring new components of fitness for personal interest and wellness.
- Students are developing a better understanding of technology used to enhance general and specific fitness areas.
- Students should participate in activities that address each component of muscular strength and endurance, flexibility, body composition, and cardio respiratory endurance.
- Students should develop personal fitness goals independently.
Standard #4 Personal and Social Skills and Diversity

- The student should work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
- The student will participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
- Students understand and respect the contributions of others with like and different skills levels to the group or team goal.
- Students willingly join others of diverse culture, ethnicity, disability, and race during physical activity.

Standard #5 Benefits of Physical Activity

- The student recognizes that physical activity can become an important avenue for self-expression.
- The student experiences enjoyment from participating in skills previously learned and those offering additional challenges.
- Students will be provided opportunities to experience personal growth.
Middle School Objectives
Physical Education
Grade 6

Standard 1 Movement

All students will demonstrate competency in the following:

- Individual and team skills necessary to play soccer.
  - Mature forms of soccer: dribbling, kicking, trapping, throwing, passing, goal keeping and heading - Individual and team skills necessary to play flag or touch football.
  - Mature forms of football passing, receiving, and stopping play.
- Individual and team skills necessary to play field hockey.
  - Mature forms of dribbling, driving, flicking, tackling, dodging, and goal keeping.
- Individual and team skills necessary to play lacrosse.
  - Mature forms of cradling, catching, scooping, dodging, overhand throw and goal keeping.
- Individual and team skills necessary to play basketball.
  - Mature forms of basketball shooting, ball handling, passing, catching, jumping, and pivoting.
- Individual and team skills necessary to play volleyball.
  - Mature forms of volleyball passing (forearm and overhead) and serving.
- Various elements of dance.
  - Develop an improved sense of coordination and rhythm through movement skills of walking, skipping, hopping, grapevine step, two-step, heel/toe, and slide.
- Individual team skills necessary to play various net game activities.
  - Mature forms of serving and arm strokes of badminton, paddle koosh and pickle ball.
- Various elements of beginning tumbling moves to include some apparatus pyramid building, balance and rhythmic activities.
Fitness training and conditioning activities which will improve body tone and efficiency.
Participate in cooperative games which emphasize forms of throwing, catching, dribbling, kicking, volleying, jumping, running, and balance.
Individual and team skills necessary to participate in track and field events.
Develop the ability to run in individual and relay races, perform modified skills of high jump, shot put, discus, hurdles and running long jump.
Participate in individual fitness testing

Standard 2 Learning Concepts
All students will:
- Identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
- Understand basic skills, techniques, and terminology associated with all team and individual activities in which participating.
- Relate concepts of drills and lead-up games to the competitive game in each unit taught. Understand rules, scoring procedures, and use/care of equipment for each activity or sport.
- Recognize personal fitness strengths and be introduced to activities, which will enhance areas of deficiency. Associate skills learned in one activity or sport as being useful in other activities and sports.

Standard 3 Active Lifestyle
All students will:
- Participate in physical education classes daily, which stress vigorous activity for at least 15 to 20 minutes.
- Develop an awareness of the many and varied opportunities outside of physical education class for participation in an individual or team sport.
- Participate on a regular basis in a lifetime activity outside of physical education that will be health enhancing and personally rewarding. Participate in moderate to vigorous physical activity in a variety of settings.
- Be introduced to advances in technology, which help to promote personal fitness.
- Participate in exercises, activities, lead-up games, and competitive sports designed to enhance one or more areas of physical fitness. Develop a strategy for the improvement of selected fitness components.
- Work with minimal supervision in pursuit of personal fitness goals.
Standard 4 Personal and Social Skills

All students will:
- Demonstrate the ability to work with others in a game or physical activity.
- Know expected safety standards and adhere to them while participating in physical education.
- Be encouraged to show respect to other students in all units of physical education with special emphasis placed on etiquette during dance unit.
- Recognize the role of games, sports, and dance in getting to know and understand others.
- Seek out, participate with, and show respect for persons of like and different skill levels.
- Experience dance forms and music from various cultures and ethnic backgrounds.

Standard 5 Benefits of Physical Activity

All students will:
- Describe ways to use the body and movement activities to communicate feelings (example: stress, conflict management, etc.) Choose to exercise away from the school setting for personal enjoyment and benefit.
- Recognize units (such as dance or net games) as being possible lifetime activities.
Middle School Objectives
Physical Education
Grade 7

Standard 1 Movement
All students will demonstrate competency in the following:

- Individual and team skills necessary to play soccer.
  - Mature forms of soccer dribbling, kicking, trapping, throwing, passing, goal keeping and heading
- Individual and team skills necessary to play flag or touch football.
  - Mature forms of football passing, receiving, and stopping play.
- Individual and team skills necessary to play field hockey.
  - Mature forms of dribbling, driving, flicking, tackling, dodging, and goal keeping.
- Individual and team skills necessary to play lacrosse.
  - Mature forms of cradling, catching, scooping, dodging, overhand throw and goal keeping.
- Individual and team skills necessary to play basketball.
  - Mature forms of basketball shooting, ball handling, passing, catching, jumping, and pivoting.
- Individual and team skills necessary to play volleyball.
  - Mature forms of volleyball passing (forearm and overhead) and serving.
- Individual beginning archery skills of holding the bow, appropriate stance, nocking arrow, and following the commands to draw, anchor, aim and release.
- Various elements of recreational activities.
  - Develop skills and broaden awareness of recreational activities such as juggling, cup stacking, and rollerblading.
- Various elements of line dance, folk dance, and beginning square dance.
  - Develop an improved sense of coordination and rhythm through movement skills of walking, skipping, hopping, grapevine step, two-step, heel/toe, and slide.
  - Perform basic square dance movement patterns of do-si-do, promenade, chain, star, left allemande, and grand square.
- Individual team skills necessary to play various net game activities.
  - Mature forms of serving and arm strokes of eclipse ball, table tennis, and shuttle ball.
• Fitness training and conditioning activities which will improve body tone and efficiency.
  o Participate in various circuits of running, rope skipping, stretching, and weight lifting designed to develop muscular and cardiovascular endurance.
  o Participate in cooperative games, which emphasize forms of throwing, catching, dribbling, kicking, volleying, jumping, running, and
• Individual and team skills necessary to participate in track and field events.
  o Develop the ability to run in individual and relay races, perform modified skills of high jump, shot put, discus, hurdles, and running long jump.
  o Participate in individual fitness testing.

Standard 2 Learning Concepts

All students will:
• Understand basic skills, techniques, and terminology associated with all team and individual activities in which participating. Detect, analyze and correct errors in personal movement patterns.
• Evaluate the time and effort needed to be given to practice if skill improvement and fitness benefits are to be realized. Understand rules, scoring procedures, and use/care of equipment for each activity or sport.

Standard 3 Active Lifestyle

All students will:
• Participate in physical education classes daily, which stress vigorous activity for at least 15 to 20 minutes.
• Develop an awareness of the many and varied opportunities outside of physical education class for participation in an individual or team sport.
• Participate on a regular basis in a lifetime activity outside of physical education that will be health enhancing and personally rewarding. Participate in moderate to vigorous physical activity in a variety of settings.
• Be introduced to advances in technology which help to promote personal physical fitness.
• Participate in exercises, activities, lead-up games, and competitive sports designed to enhance one or more areas of physical fitness. Be able to self—assess their health-related components of physical fitness.
• Be able to design a personal fitness plan that identifies the five health related components of fitness.
Standard 4 Personal and Social Skills

All students will:
- Demonstrate the ability to work with others in a game or physical activity.
- Know expected safety standards and adhere to them while participating in physical education.
- Be encouraged to show respect to other students in all units of physical education with special emphasis placed on etiquette during partner folk dance unit.
- Recognize the role of games, sports, and dance in getting to know and understand others.
- Seek out, participate with, and show respect for persons of like and different skill levels.
- Experience dance forms and music from various cultures and ethnic backgrounds.

Standard 5 Benefits of Physical Activity

All students will:
- Develop an understanding and appreciation of lifelong fitness and wellness. Make a commitment to physical activity as an important part of one's lifestyle.
- Recognize units (such as dance or net games) as being possible lifetime activities.
Middle School Objectives
Physical Education
Grade 8

Standard 1 Movement

All students will demonstrate competency in the following:

- Individual and team skills necessary to play soccer.
  - Mature forms of soccer dribbling, kicking, trapping, throwing, passing, goal keeping and heading.
- Individual and team skills necessary to play flag or touch football.
  - Mature forms of football passing, receiving, and stopping play.
  - Apply skills learned in soccer and football units to the game of speedball.
- Individual and team skills necessary to play field hockey.
  - Mature forms of dribbling, driving, flicking, tackling, dodging, and goal keeping.
- Individual and team skills necessary to play lacrosse.
  - Mature forms of cradling, catching, scooping, dodging, overhand throw and goal keeping.
- Individual and team skills necessary to play basketball.
  - Mature forms of basketball shooting, ball handling, passing, catching, jumping, and pivoting.
- Develop improved cardiovascular fitness, muscular strength, and muscular endurance through components of fitness training circuits or stations.
- Individual and team skills necessary to play volleyball.
  - Mature forms of volleyball passing (forearm and overhead), serving, spiking, digging and blocking.
- Individual skills which will build upon and reinforce racquet sports previously learned.
  - Mature forms of serving and arm strokes of short court tennis, badminton, pickle ball, shuttle ball and table tennis.
- Various elements of line dance, advanced square dance and beginning social dance.
  - Perform square dance movement patterns of grand square, bend the line, single file, step out and backtrack, pass through, swing, and grand rights and left.
  - Perform beginning social dance movement patterns of the 2-step, jitterbug, schottische, and polka.
• Individual beginning archery skills of holding the bow, appropriate stance, nocking an arrow, and following the commands to draw, anchor, aim and release.
• Participate in team challenge movement games or activities which emphasize forms of throwing, catching, dribbling, kicking, volleying, jumping, running, shooting, and balance.
• Participate in superstars competition which emphasize teamwork, skill, strategy and cooperation.
• Individual skills necessary to play golf.
  o Mature forms of the various golf swings, to include driving (woods), full swing (irons), pitching, chipping and putting.
• Individual skills necessary to play tennis.
  o Mature forms of serving and arm strokes of tennis, to include forehand, backhand, overhead smash, lob, and drop shot.
• Participate in individual fitness testing.

Standard 2 Learning Concepts

All students will:
• Understand basic skills, techniques, and terminology associated with all team and individual activities participated in. Practice in ways that are appropriate for helping them learn new skills or sports on their own.
• Describe principles of training and conditioning for specific physical activity.
• Understand rules, scoring procedures, and use/care of equipment for each activity or sport.

Standard 3 Active Lifestyle

All students will:
• Participate in physical education classes daily, which stress vigorous activity for at least 15 to 20 minutes.
• Develop an awareness of the many and varied opportunities outside of physical education class for participation in an individual or team sport.
• Participate on a regular basis in a lifetime activity outside of physical education that will be health enhancing and personally rewarding. Participate in moderate to vigorous physical activity in a variety of settings.
• Be introduced to advances in technology, which help to promote personal physical fitness.
• Participate in exercises, activities, lead-up games, and competitive sports designed to enhance one or more areas of physical fitness. Learn how to sustain an aerobic activity, maintaining a target heart rate to achieve cardiovascular benefits.
• Achieve and maintain appropriate body composition.

Standard 4 Personal and Social Skills
All students will:
• Demonstrate the ability to work with others in a game or physical activity.
• Know expected safety standards and adhere to them while participating in physical education.
• Be encouraged to show respect to other students in all units of physical education with special emphasis placed on etiquette during partner folk dance unit.
• Recognize the role of games, sports, and dance in getting to know and understand others.
• Seek out, participate with, and show respect for persons of like and different skill levels.
• Experience dance forms and music from various cultures and ethnic backgrounds.

Standard 5 Benefits of Physical Activity
All students will:
• Develop an understanding and appreciation of lifelong fitness and wellness.
• Recognize the importance of participating in a variety of team sport experiences in competitive and recreational settings.
• Recognize units (such as dance or net games) as being possible lifetime activities.
Health Curriculum
HEALTH CURRICULUM

1. Students will understand health promotion and disease prevention concepts and practices.
   **Rationale:**
   Basic to health education are a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body and the prevention of diseases and other health problems. Experiencing physical, mental, emotional, and social changes as one grows and develops, provides a self-contained "learning laboratory." Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners, and establishes a foundation of leading healthy and productive lives.

2. Students will access and evaluate health information, products, and services.
   **Rationale:**
   Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move forward becoming health literate and responsible, productive citizens.

3. Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.
   **Rationale:**
   Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. More importantly, recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

4. Students will use interpersonal communication skills to enhance personal health.
   **Rationale:**
   Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Organizing and conveying information, beliefs, opinions, and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.
5. Students will contribute to the health of their families, peers, schools, communities, and the environment.
   **Rationale:**
   Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Responsible citizens, who are health literate, are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to these activities.
South Dakota K-12 Health Education Standards and Indicators

The South Dakota Health Education Standards and Indicators remain the same throughout the K-12 Standards document. It is within the benchmarks and sample grade level activities that there is a difference of what would be expected based on each grade level cluster.

STANDARD/GOAL ONE
Students will understand health promotion and disease prevention concepts and practices.
   INDICATOR 1:
   Students will evaluate how personal behavior can impact the health of self, peers, and family.
   INDICATOR 2:
   Students will evaluate the impact of mental, emotional, social, and physical health on various interrelated body systems.
   INDICATOR 3:
   Students will analyze how medical research, government agencies, and public health policies influence health promotion and disease prevention.

STANDARD/GOAL TWO:
Students will access and evaluate health information, products, and services.
   INDICATOR 1:
   Students will evaluate the impact of culture, media, and technology on personal health decisions and practices. Students will access and evaluate health information, products, and services.
   INDICATOR 2:
   Students will evaluate strategies for achieving and maintaining personal health goals.
   INDICATOR 3:
   Students will analyze how medical research, government agencies, and public health policies influence health promotion and disease prevention.

STANDARD/GOAL THREE:
Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.
   INDICATOR 1:
   Students will evaluate health-enhancing behaviors that promote wellness.
   INDICATOR 2:
   Students will evaluate strategies for achieving and maintaining personal health goals.
INDICATOR 3:
Students will evaluate the role of personal responsibility in health-related decisions.

STANDARD/GOAL FOUR:
Students will use interpersonal communication skills to enhance personal health.
   INDICATOR 1:
   Students will evaluate how communication affects relationships with family, peers, and community.
   INDICATOR 2:
   Students will evaluate and select effective communication skills, which enhance personal health.
   INDICATOR 3:
   Students will analyze conflict and engage in healthy communication and resolution strategies.

STANDARD/GOAL FIVE:
Students will contribute to the health of their families, peers, schools, communities, and the environment.
   INDICATOR 1:
   Students will analyze community and environmental health issues based on valid and reliable information.
   INDICATOR 2:
   Students will evaluate the impact of strategies used to address community and environmental health issues.
   INDICATOR 3:
   Students will advocate and support practices, which promote a healthy community and environment.
Rapid City Area Schools health curriculum is based on the South Dakota Health Contents Standards. Concepts are presented in a spiral format, which presents a given concept multiple times throughout the curriculum. Initially, a concept is introduced, it is developed, it is emphasized and, finally, it is reinforced. A rubric has been developed to assist curriculum guide users in identifying the level of instructional emphasis that a standard should receive at a particular grade level or in a given course.

Level of Responsibility Key:

I – Introduce – First exposure to content concept
D – Develop – Knowledge extended, mastery not expected
E – Emphasize – In-depth study to mastery
R – Reinforce – Mastery is maintained
This Health Scope and Sequence outlines the subject each "standard" will be presented, i.e. Physical Education, (PE), Science, or Project Alert, (PA).

**STANDARD/GOAL ONE:**

Students will understand health promotion and disease prevention concepts and practices.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Presented in</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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</thead>
<tbody>
<tr>
<td><strong>Indicator 1:</strong> Personal Health Behavior</td>
<td>PA</td>
<td>• Hygiene</td>
<td>• Dealing with Emotions</td>
<td>• Respectful, Communication Strategies</td>
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<tr>
<td>PE</td>
<td>• Nutrition</td>
<td>• Hygiene</td>
<td>• Hygiene</td>
<td>• Hygiene</td>
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<td>PE</td>
<td></td>
<td></td>
<td>• Nutrition</td>
<td>• Nutrition</td>
</tr>
<tr>
<td><strong>Indicator 2:</strong> Emotional, Social and Physical Health</td>
<td>PA</td>
<td>• Health Tri-Angle</td>
<td>• Responsible-Decision Making</td>
<td>• Stress Management</td>
</tr>
<tr>
<td>PE</td>
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<tr>
<td><strong>Indicator 3:</strong> Health and Disease Prevention</td>
<td>Science</td>
<td>• Communicable and Non-Communicable disease</td>
<td>• Medical Advancements</td>
<td>• Medical Advancements</td>
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<tr>
<td>PE</td>
<td>• Medical advances and technology</td>
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<td></td>
<td>• Community Health Resources</td>
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<td>• HIV/STD's Abstinence</td>
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<td>• HIV/STD's Prevention</td>
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**STANDARD/GOAL TWO:**
Students will access and evaluate health information, products, and services

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</thead>
<tbody>
<tr>
<td>Indicator 1: Personal Decisions and Practices</td>
<td>PE PE</td>
<td>Family Habits and Practices (i.e., Home Remedies)</td>
<td>Personal Hygiene</td>
<td>Personal Hygiene</td>
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<td>• Personal Hygiene</td>
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<tr>
<td>Indicator 2: Health Resources</td>
<td></td>
<td>• List Health Organizations (Red Cross, Heart Assoc.)</td>
<td>Describe health-Org. (Cancer Assoc., Lung Assoc.)</td>
<td>Evaluate health-Organizations (CDC)</td>
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<tr>
<td></td>
<td></td>
<td>• Social Services</td>
<td>• Social Services</td>
<td>• Social Services</td>
</tr>
<tr>
<td>Indicator 3: Situation requiring health services</td>
<td>PE</td>
<td>• Basic First Aid</td>
<td></td>
<td>Technology (Internet)</td>
</tr>
</tbody>
</table>
**STANDARD GOAL THREE:**

Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.

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</thead>
<tbody>
<tr>
<td><strong>Indicator 1: Wellness (Project Alert)</strong></td>
<td>PA PE PE PE</td>
<td>• Alcohol-Tobacco-and Drug Prevention Effects on Self and Family • Peer Pressure</td>
<td>• Alcohol-Tobacco-And Drug Prevention Effects on Self And Family • Peer Pressure</td>
<td>• Alcohol-Tobacco-And Drug Prevention Effects on Self And Family • Peer Pressure • Sexual Activity • FAS/FAE • Peer Pressure</td>
</tr>
<tr>
<td><strong>Indicator 2: Maintaining Personal Health Goals</strong></td>
<td>PE PE PE PE</td>
<td>• Health Inventory • Health Goals • Fitness Gram • Nutrition</td>
<td>• Health Inventory • Health Goals • Fitness Gram • Nutrition</td>
<td>• Health Inventory • Health Goals • Fitness Gram • Nutrition</td>
</tr>
<tr>
<td><strong>Indicator 3: Personal Responsibility</strong></td>
<td>PA PE</td>
<td>• Cause/Effort • Health Decision</td>
<td>• Cause/Effort • Health decisions</td>
<td>• Cause/Effort • Health decisions</td>
</tr>
</tbody>
</table>
**STANDARD/GOAL FOUR:**

Students will use interpersonal communication skills to enhance personal health.

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<tbody>
<tr>
<td>Indicator 1: Communication with others</td>
<td>PA</td>
<td>• Communication Skills&lt;br&gt; • Interpersonal Relationships</td>
<td>• Dealing/Emotions</td>
<td>• Respectful Communication Strategies&lt;br&gt; • Interpersonal Relationships</td>
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<tr>
<td>PA</td>
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<tr>
<td>Indicator 2: self-expression</td>
<td>PE / Science</td>
<td>• Appropriate Health Terminology&lt;br&gt; • Expressing Personal Problems &amp; the need for assistance</td>
<td>• Appropriate Health Terminology&lt;br&gt; • Expressing Personal Problems &amp; the need for assistance</td>
<td>• Expressing Personal Problems assistance</td>
</tr>
<tr>
<td>PA</td>
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<tr>
<td>Indicator 3: Conflict-Resolution</td>
<td>PA</td>
<td>• Causes of Conflict&lt;br&gt; • Conflict Resolution Techniques&lt;br&gt; • Collaboration-negotiation&lt;br&gt; • Refusal Skills</td>
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**STANDARD/GOAL FIVE:**

Students will contribute to the health of their families, peers, schools, communities, and the environment.

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<th>Grade 8</th>
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</thead>
<tbody>
<tr>
<td>Indicator 1: Community and Environmental Health Issues</td>
<td>PE, Science</td>
<td>• Health Issues</td>
<td>• Health Issues</td>
<td>• Health Issues</td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>• Medical Advancements</td>
<td>• Medical Advancements</td>
<td>• Medical Advancements</td>
</tr>
<tr>
<td>Indicator 2: Community and Environmental Health Strategies</td>
<td>PE</td>
<td>• Strategies for School Health Issues</td>
<td>• Strategies for Local/Regional Health</td>
<td>• Strategies for National Health Issues</td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>• Health Environmental Protection Policy</td>
<td>• Health Environmental Protection Policy</td>
<td>• Health Environmental Protection Policies</td>
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<td></td>
<td>PE</td>
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<tr>
<td>Indicator 3: Community and Environmental Health Practices</td>
<td>PE</td>
<td>• Age Appropriate Health Messages</td>
<td>• Age Appropriate Health Messages</td>
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<td></td>
<td>PE</td>
<td>• Volunteer/Community Services</td>
<td>• Volunteer/Community Services</td>
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</tbody>
</table>
Health Curriculum

Standards for 6-8 are grouped by grade level here. Educators should refer to the level of responsibility key to determine grade level depth of content standard coverage.

INDICATOR 1: Students will evaluate how personal behavior can impact the health of self, peers, and family.

6-8 BENCHMARKS:
   a. model appropriate ways to express feelings in a variety of age-appropriate situations.
   b. engage in a variety of positive, personal hygienic behaviors.
   c. analyze how appropriate and inappropriate health practices affect self and family.

Level of Responsibility Key:
   I – Introduce – First exposure to content concept
   D – Develop – Knowledge extended, mastery not expected
   E – Emphasize – In depth study to mastery
   R – Reinforce – mastery is maintained

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<tbody>
<tr>
<td>GOAL # 1</td>
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<tr>
<td>Students will understand health promotion and disease prevention concepts and practices.</td>
</tr>
<tr>
<td>Objective:</td>
</tr>
<tr>
<td>1. Use appropriate communication skills when expressing needs, wants, and feelings to others.</td>
</tr>
<tr>
<td>2. Describe the necessity of modifying grooming and hygiene practices as the body changes.</td>
</tr>
<tr>
<td>3. Identify practices that improve levels of health for self and family, e.g., eating a balance, nutritious diet.</td>
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</tbody>
</table>

56
INDICATOR 2: Students will analyze the impact of emotional, social, and physical health on various interrelated body parts.

6-8 BENCHMARKS:
  a. explain how health is influenced by the interaction of body systems.
  b. examine practices which enhance personal emotional, social, and physical well being.
  c. examine ways to avoid, minimize, or cope with adolescent health problems.

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<tr>
<td>Objective:</td>
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<tr>
<td>1. Explain how body systems work together and can be affected by outside forces.</td>
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<td>X</td>
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<tr>
<td>2. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.</td>
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<tr>
<td>3. Describe the impact health habits have on personal well being, e.g., stress management, nutrition, physical fitness.</td>
<td>X</td>
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</table>

INDICATOR 3: Students will analyze how medical research, government regulations, and public health policies influence health promotion and disease prevention.

6-8 BENCHMARKS:
  a. determine how medical research influences health care and disease prevention.
  b. analyze health care requirements and policies which affect safety and well being.
  c. examine health practices which may cause and/or spread/prevent diseases.

<table>
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<tr>
<td>Objective:</td>
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<tr>
<td>1. Explore how research and medical advances have helped control and prevent disease.</td>
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<td>2. Explain how various policies and regulations can promote personal health and well being.</td>
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<tr>
<td>3. Examine how personal decisions can affect the control or spread of communicable diseases, e.g. head lice.</td>
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</tbody>
</table>
INDICATOR 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.

6-8 BENCHMARKS:
  a. describe the influence of cultural beliefs on health behaviors and practices.
  b. analyze the media impact on personal and family health decisions and practices.
  c. analyze the impact of technology on personal and family health decisions and practices.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GOAL # 2</td>
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<tr>
<td>Students will access and evaluate health information, products, and services.</td>
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<tr>
<td>Objective:</td>
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<tr>
<td>1. Explore connections between cultural philosophy and health, e.g., old family remedies. X</td>
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<tr>
<td>2. Examine why people often select health products on the basis of family habits and advertising X</td>
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<tr>
<td>3. Explore the impact of technological advances on medicine, e.g., space research, artificial joints. X</td>
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</tbody>
</table>

INDICATOR 2: Students will evaluate community, state, regional, and global resources that provide health services, products, and information.

6-8 BENCHMARKS:
  a. investigate the role and organization of various community, state, and regional health agencies/services.
  b. analyze the effectiveness of local, state, and regional health resources.
  c. investigate the availability of health products and services at the local, state, and regional levels.

<table>
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<tr>
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<td>Students will access and evaluate health information, products, and services.</td>
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<tr>
<td>Objective:</td>
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<tr>
<td>1. List health-organization activities at the international, national, state, and local level, e.g., American Heart Association, Red Cross. X</td>
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<tr>
<td>2. Evaluate claims made by promoters of health care products and services. X</td>
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<tr>
<td>3. Outline the medical services available from clinics, hospitals, pharmacies, laboratories, and private offices and at the workplace, e.g., community health nurse. X</td>
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</tbody>
</table>
INDICATOR 3: Students will analyze and evaluate situations requiring professional health services.

6-8 BENCHMARKS:
   a. analyze various personal situations to determine when professional health services are necessary.
   b. describe options for contacting/obtaining health services.
   c. describe the effects of following or rejecting prescribed/recommended treatment.

<table>
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<tr>
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<tr>
<td>Students will access and evaluate health information, products,</td>
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<tr>
<td>Objective:</td>
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<tr>
<td>1. Identify situations requiring professional health services for self injuries and family, e.g., treating</td>
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<tr>
<td>2. Identify various home, school, and community health services, e.g., support groups.</td>
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<tr>
<td>3. Explore treatments for a variety of health conditions, e.g., sprains: rest, ice, compression, elevation (RICE).</td>
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INDICATOR 1: Students will evaluate health-enhancing behaviors which promote wellness.

6-8 BENCHMARKS:
   a. distinguish short and long term consequences of risky and harmful behaviors.
   b. analyze how social pressures can influence participation in risk taking behaviors.
   c. analyze personal practices which promote life-long health and well being.

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<tr>
<td>1. Explore the various effects of risky behavior on health, e.g., sedentary lifestyle/obesity, poor athletic performance.</td>
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<tr>
<td>2. Identify examples of peer pressure which result in risky behaviors, e.g., use of alcohol, other drugs.</td>
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<tr>
<td>3. Identify various techniques to promote life-long wellness, e.g., eating a well-balanced diet, regular physical activity.</td>
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</table>

INDICATOR 2: Students will evaluate processes and strategies for achieving and maintaining personal health goals.

6-8 BENCHMARKS:
   a. explore personal health and well being on a regular basis.
   b. compare different health plans for achieving and maintaining good health.
   c. analyze personal health progress and adjust behaviors as needed.

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<tr>
<td>1. Explore the uses of personal health inventories.</td>
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<tr>
<td>2. Explore various strategies used to promote or maintain personal health.</td>
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<tr>
<td>3. Adapt a personal health improvement plan which includes goals and activities.</td>
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</table>
**INDICATOR 3:** Students will evaluate the role of personal responsibility in health-related decisions.

**6-8 BENCHMARKS:**
- a. describe how personal choices can impact long range health.
- b. demonstrate individual responsibility in health-related decisions/choices.
- c. model an age-appropriate healthy lifestyle.

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<tr>
<td>1. Define cause/effect health practices and relationships which affect wellness.</td>
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<tr>
<td>2. Explore how current decisions can have long-range effects on one's health.</td>
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<tr>
<td>3. Realize that individuals are responsible for decisions concerning personal health.</td>
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<td>Students will use interpersonal communication skills to enhance personal health.</td>
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<tr>
<td>1. Explore the extent of conflict among youth in schools.</td>
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<td>2. Identify various effective conflict resolution techniques, e.g., finding a compromise.</td>
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<tr>
<td>3. Define and practice collaboration, negotiation, and / or refusal skills.</td>
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INDICATOR 1: Students will analyze community and environmental health issues based on valid and reliable information.

6-8 BENCHMARKS:
   a. describe and rank community and environmental health issues.
   b. analyze information/data to support or refute the cause/effect of various health issues.
   c. describe how medical advances affect the community and environment.

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<tr>
<td>1. Examine how local communities address important health issues.</td>
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<td>2. Determine how the local community prioritizes health issues.</td>
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<td>3. Explore ways to evaluate health information.</td>
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<tr>
<td>4. Determine medical advancements that have influenced local health.</td>
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INDICATOR 2: Students will evaluate the impact of strategies to address community and environmental health issues.

6-8 BENCHMARKS:
   a. examine and adopt/adapt various plans designed to address community health issues.
   b. determine resources needed to implement community and environmental health plans/strategies.
   c. investigate the impact of past health plans/strategies on current populations/environments.

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<tr>
<td>1. Explore various plans developed to address health and/or environmental issues.</td>
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<tr>
<td>2. Identify the resources needed to implement and maintain a plan designed to target a school health issue, e.g., student tobacco use.</td>
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<td>3. Explore various health and environmental protection policies.</td>
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INDICATOR 3: Students will advocate and support practices which promote a healthy community and environment.

6-8 BENCHMARKS:
   a. investigate methods used to influence others in making healthy choices.
   b. choose and model health advocacy strategies for families, schools, and communities.
   c. collaborate with others to investigate the need for equitable health care for all.

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<tr>
<td>1. Explore health messages to be presented to a particular audience, e.g., seat belts, bicycle helmets.</td>
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<td>2. Explore how various communication tools/network support community health-related endeavors, e.g., newsletters, advertising.</td>
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<td>3. Support and work cooperatively with peers to promote healthy families, e.g., volunteer time, energy, or other resources.</td>
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Health Curriculum

Standards for 6-8 are grouped by grade level here. Educators should refer to the level of responsibility key to determine grade level depth of content standard coverage.

INDICATOR 1: Students will evaluate how personal behavior can impact the health of self, peers, and family.

6-8 BENCHMARKS:
  d. model appropriate ways to express feelings in a variety of age-appropriate situations.
  e. engage in a variety of positive, personal hygienic behaviors.
  f. analyze how appropriate and inappropriate health practices affect self and family.

Level of Responsibility Key:
  I – Introduce – First exposure to content concept
  D – Develop – Knowledge extended, mastery not expected
  E – Emphasize – In depth study to mastery
  R – Reinforce – mastery is maintained.

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<tr>
<td>1. Use appropriate and healthy communication strategies when expressing needs, wants, and feeling to others.</td>
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<td>2. Explore positive ways to express/handle emotions, e.g., mood swings, hurt feelings, loneliness.</td>
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<td>3. Determine how personal hygiene and grooming affect personal health, e.g., regular dental care, bathing.</td>
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<td>4. Investigate practices that improve levels of health for self and family, e.g., regular physical activity.</td>
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</table>
INDICATOR 2: Students will analyze the impact of emotional, social, and physical health on various interrelated body parts.

6-8 BENCHMARKS:
- a. explain how health is influenced by the interaction of body systems.
- b. examine practices which enhance personal emotional, social, and physical well being.
- c. examine ways to avoid, minimize, or cope with adolescent health problems.

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<tr>
<td>1. Determine how functions of the body systems can be altered by external forces, e.g., disease, risky behavior, and nutrition.</td>
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<tr>
<td>2. Analyze the interrelationship of mental, emotional, social, and physical health during adolescence.</td>
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<tr>
<td>3. Describe how personal behavior and responsibility impact an individual's health and well being</td>
<td>X</td>
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<td>4. Describe healthy lifestyle practices which are influenced by norms and social forces, e.g., diet, sexual activity, physical fitness.</td>
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</table>
INDICATOR 3: Students will analyze how medical research, government regulations, and public health policies influence health promotion and disease prevention.

6-8 BENCHMARKS:
   a. determine how medical research influences health care and disease prevention.
   b. analyze health care requirements and policies which affect safety and well being.
   c. examine health practices which may cause and/or spread/prevent diseases.

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<tr>
<td>1. Investigate how research and medical advances help control and prevent health problems.</td>
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<tr>
<td>2. Describe the influence of governmental policies and regulations on the promotion of health and disease prevention.</td>
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<tr>
<td>3. Investigate the effect of specific practices and behaviors on the control or spread of communicable diseases, e.g., hepatitis, HIV.</td>
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</table>
INDICATOR 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.

6-8 BENCHMARKS:
   d. describe the influence of cultural beliefs on health behaviors and practices.
   e. analyze the media impact on personal and family health decisions and practices.
   f. analyze the impact of technology on personal and family health decisions and practices.

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<tr>
<td>1. Analyze connections between cultural philosophies and health practices, e.g., herbal medicine, acupuncture.</td>
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<td>2. Determine why people often select health products on the basis of family habits, impulse, and advertising claims.</td>
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<td>3. Investigate technological advances and the impact on medical practices and procedures, e.g., pace maker, robotic arms.</td>
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</table>
INDICATOR 2: Students will evaluate community, state, regional, and global resources that provide health services, products, and information.

6-8 BENCHMARKS:

d. investigate the role and organization of various community, state, and regional health agencies/services.
e. analyze the effectiveness of local, state, and regional health resources.
f. investigate the availability of health products and services at the local, state, and regional levels.

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<tr>
<td>1. Describe health-organization activities at the international, national, state, and local level, e.g., Cancer Society, Lung Association.</td>
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<tr>
<td>2. Develop criteria for selecting health specialists and products from various available sources.</td>
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<tr>
<td>3. Determine the medical services available from clinics, hospitals, pharmacies, laboratories, private offices and at the workplace.</td>
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INDICATOR 3: Students will analyze and evaluate situations requiring professional health services.

6-8 BENCHMARKS:
  d. analyze various personal situations to determine when professional health services are necessary.
  e. describe options for contacting/obtaining health services.
  f. describe the effects of following or rejecting prescribed/recommended treatment.

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<tr>
<td>1. Explore situations requiring professional health services for self and family members, e.g., handicapped family member, abuse.</td>
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<td>2. Determine ways to access home, school, and community health services.</td>
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<td>3. Describe the necessity of using prescribed and over-the-counter drugs appropriately, e.g., adhering to the prescribed dosage, duration.</td>
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INDICATOR 1: Students will evaluate health-enhancing behaviors which promote wellness.

6-8 BENCHMARKS:
   c. distinguish short and long term consequences of risky and harmful behaviors.
   d. analyze how social pressures can influence participation in risk taking behaviors.
   e. analyze personal practices which promote life-long health and well being.

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<td>1. Investigate short and long term effects of risky behavior on health, e.g., tobacco use /bad breath. addiction:</td>
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<td>2. Describe examples of peer and family influences which result in risky behaviors, e.g., use of tobacco by parent or older sibling.</td>
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<td>3. Explore various techniques to promote life-long wellness, e.g., anger management.</td>
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INDICATOR 2: Students will evaluate processes and strategies for achieving and maintaining personal health goals.

6-8 BENCHMARKS:
   c. explore personal health and well being on a regular basis.
   d. compare different health plans for achieving and maintaining good health.
   e. analyze personal health progress and adjust behaviors as needed.

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<td>1. Investigate health inventories and how they can be used.</td>
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<tr>
<td>2. Research various personal improvement strategies which promote health.</td>
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<tr>
<td>3. Design a personal health improvement plan with short term goals and activities.</td>
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</table>
INDICATOR 3: Students will evaluate the role of personal responsibility in health-related decisions.

6-8 BENCHMARKS:

d. describe how personal choices can impact long range health.

e. demonstrate individual responsibility in health-related decisions/choices.

f. model an age-appropriate healthy lifestyle.

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<td>Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</td>
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<tr>
<td>Objective: 1. Investigate the cause/effect relationship between decisions and wellness.</td>
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<tr>
<td>2. Explain how current decisions have long-range effects on one's growth, development, and health.</td>
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<tr>
<td>3. Conclude how/why individuals are responsible for decisions concerning personal health.</td>
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</tbody>
</table>
INDICATOR 2: Students will evaluate how communication affects relationships with family, peers, and community.

6-8 BENCHMARKS:
- d. demonstrate communication skills that build and maintain healthy relationships.
- e. Choose appropriate communication techniques when interacting with family, peers, and community.
- f. Model effective interpersonal communication skills.

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<tr>
<td>Students will use interpersonal communication skills to enhance personal health.</td>
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<tr>
<td>Objective:</td>
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<tr>
<td>1. Investigate communication skills necessary for positive, worthwhile interpersonal relationships, e.g., building and maintaining open line of communication.</td>
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<tr>
<td>2. Describe various ways communication is different within the family, with peers, and/or in public.</td>
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<tr>
<td>3. Explore strategies to improve the quality and effectiveness of interpersonal communication.</td>
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</table>
INDICATOR 2: Students will evaluate and select effective communication skills which enhance personal health.

6-8 BENCHMARKS:
- g. demonstrate healthy ways to express needs, wants, and feelings.
- h. determine behaviors/situations which create bridges and barriers to effective communication.
- i. fuse relevant and appropriate terminology when discussing health issues.

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<tr>
<td>1. Explore ways to express personal problems and ask for assistance.</td>
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<td>2. Investigate strategies which help overcome barriers when communicating, e.g., respect the values of others, listening skills.</td>
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<tr>
<td>3. Practice the effective use of health terminology when discussing health issues, e.g., body systems.</td>
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</tbody>
</table>
INDICATOR 3: Students will analyze conflict and engage in healthy communication and resolution strategies.

6-8 BENCHMARKS:
- d. analyze the positive and negative aspects of conflict in everyday situations.
- e. demonstrate effective conflict resolution strategies.
- f. demonstrate communication skills used to avoid potentially harmful situations.

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<tr>
<td>1. Investigate the possible causes of conflict among youth in schools.</td>
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<tr>
<td>2. Explore various strategies for solving interpersonal conflicts, e.g., conflict resolution techniques</td>
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<td>3. Describe how and why collaboration, negotiation, and/or refusal skills are used to avoid harmful situations.</td>
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</table>
INDICATOR 1: Students will analyze community and environmental health issues based on valid and reliable information.

6-8 BENCHMARKS:
  d. describe and rank community and environmental health issues.
  e. analyze information/data to support or refute the cause/effect of various health issues.
  f. describe how medical advances affect the community and environment.

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<td>Objective:</td>
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<td>1. Research how local and state communities address major health issues.</td>
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<td>2. Describe how communities prioritize health issues according to cost and human need.</td>
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<tr>
<td>3. Describe how to evaluate health information for reliability and validity.</td>
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<tr>
<td>4. Research how medical and other scientific advancements have affected the health of the local community and environment.</td>
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</tbody>
</table>
INDICATOR 2: Students will evaluate the impact of strategies to address community and environmental health issues.

6-8 BENCHMARKS:

d. examine and adopt/adapt various plans designed to address community health issues.
e. determine resources needed to implement community and environmental health plans/strategies.
f. investigate the impact of past health plans/strategies on current populations/environments.

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Objective:

1. Determine the effectiveness of various plans developed to address major health and/or environmental issues. [X] [X]
2. Determine the financial and human resources needed to address a local/regional health and/or environmental issue, e.g., water quality. [X] [X]
3. Describe the role of health and environmental protection policies. [X] [X]
INDICATOR 3: Students will advocate and support practices which promote a healthy community and environment.

6-8 BENCHMARKS:
  d. investigate methods used to influence others in making healthy choices.
  e. choose and model health advocacy strategies for families, schools, and communities.
  f. collaborate with others to investigate the need for equitable health care for all.

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<tr>
<td>1. Adapt health messages and communication to meet the characteristics of a particular audience, e.g., harassment, protective gear.</td>
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<td>2. Adapt a network to communicate and support health-related community accomplishments and efforts, e.g., student letter writing campaign, posters.</td>
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<td>3. Donate time and resources while working with others to overcome challenging community health issues, e.g., Hoops for Heart, Service Project.</td>
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Health Curriculum

Standards for 6-8 are grouped by grade level here. Educators should refer to the level of responsibility key to determine grade level depth of content standard coverage.

INDICATOR 1: Students will evaluate how personal behavior can impact the health of self, peers, and family.

6-8 BENCHMARKS:
- g. model appropriate ways to express feelings in a variety of age-appropriate situations.
- h. engage in a variety of positive, personal hygienic behaviors.
- i. analyze how appropriate and inappropriate health practices affect self and family.

Level of Responsibility Key:
- I – Introduce – First exposure to content concept
- D – Develop – Knowledge extended, mastery not expected
- E – Emphasize – In depth study to mastery
- R – Reinforce – mastery is maintained

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<td>Students will understand health promotion and</td>
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<td>disease prevention concepts and practices.</td>
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1. Express needs, wants, and feelings to others in a considerate and respectful manner. X X
2. Evaluate the effect of hygiene and grooming on personal health, e.g., care of teeth with braces, appropriate skin care. X
3. Analyze health practices which demonstrate an improved level of health for self and family, e.g., determining the effect of good sleep habits.
INDICATOR 2: Students will analyze the impact of emotional, social, and physical health on various interrelated body parts.

6-8 BENCHMARKS:
  g. explain how health is influenced by the interaction of body systems.
  h. examine practices which enhance personal emotional, social, and physical well being.
  i. examine ways to avoid, minimize, or cope with adolescent health problems.

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<tr>
<td>GOAL # 1</td>
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<tr>
<td>Students will understand health promotion and disease prevention concepts and practices.</td>
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<td>1. Analyze how normal functioning of the body systems can be altered or interrupted, e.g., disease, injury, and improper nutrition.</td>
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<td>2. Evaluate the interrelationship of mental, emotional, social, and physical health during adolescence, e.g., stress management.</td>
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<tr>
<td>3. Analyze how behavior can impact health maintenance and disease prevention throughout life.</td>
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INDICATOR 3: Students will analyze how medical research, government regulations, and public health policies influence health promotion and disease prevention.

6-8 BENCHMARKS:
  g. determine how medical research influences health care and disease prevention.
  h. analyze health care requirements and policies which affect safety and well being.
  i. examine health practices which may cause and/or spread/prevent diseases.

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<tr>
<td>1. Analyze how the prevention and control of health problems are influenced by research and medical advances, e.g., diabetes and diet, cancer and sunscreen.</td>
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<tr>
<td>2. Analyze how public health policies and government regulations influence health promotion and disease prevention, e.g. immunization policies, health certification.</td>
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<tr>
<td>3. Evaluate the effect of specific practices that prevent and control the spread of communicable diseases.</td>
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</table>
INDICATOR 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.

6-8 BENCHMARKS:

- g. describe the influence of cultural beliefs on health behaviors and practices.
- h. analyze the media impact on personal and family health decisions and practices.
- i. analyze the impact of technology on personal and family health decisions and practices.

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<tr>
<td>1. Evaluate parallels between cultural philosophies and health practices.</td>
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<td>2. Evaluate reasons why people often select health products on the basis of personal preferences, family habits, impulse, and advertising claims.</td>
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<tr>
<td>3. Analyze ways technological advancements have influenced medical practices and procedures, e.g., laser surgery.</td>
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</table>
INDICATOR 2: Students will evaluate community, state, regional, and global resources that provide health services, products, and information.

6-8 BENCHMARKS:
  g. investigate the role and organization of various community, state, and regional health agencies/services.
  h. analyze the effectiveness of local, state, and regional health resources.
  i. investigate the availability of health products and services at the local, state, and regional levels.

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<tr>
<td>1. Evaluate health-organization roles and activities at international, national, state, and local levels, e.g., Centers for Disease Control (CDC).</td>
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<td>2. Analyze criteria for selecting health specialists and products from various sources.</td>
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<td>3. Compare the medical services available from clinics, hospitals, pharmacies, laboratories, private offices and at the workplace, e.g., Department of Health.</td>
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INDICATOR 3: Students will analyze and evaluate situations requiring professional health services.

6-8 BENCHMARKS:
   g. analyze various personal situations to determine when professional health services are necessary.
   h. describe options for contacting/obtaining health services.
   i. describe the effects of following or rejecting prescribed/recommended treatment.

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<tr>
<td>1. Describe personal and family situations requiring professional health services, e.g., eating disorders, and depression.</td>
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<tr>
<td>2. Access various home, school, and community resources which address specific health needs, e.g., library, Internet.</td>
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<td>3. Describe the effects of improper use of prescribed and/or over-the-counter drugs, medications, e.g., taking someone else's medication.</td>
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INDICATOR 1: Students will evaluate health-enhancing behaviors which promote wellness.

6-8 BENCHMARKS:
- f. distinguish short and long term consequences of risky and harmful behaviors.
- g. analyze how social pressures can influence participation in risk taking behaviors.
- h. analyze personal practices which promote life-long health and well being.

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<tr>
<td>1. Describe short and long term effects of risky behavior on health, e.g., alcohol/FAS; sexual activity/STDs; smoking/lung disease.</td>
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<td>2. Analyze types of peer pressure which result in risky behaviors, e.g., use of alcohol, other drugs, sexual activity.</td>
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<td>3. Utilize various techniques to promote life-long wellness, e.g., stress management, wearing seatbelts/helmets.</td>
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INDICATOR 2: Students will evaluate processes and strategies for achieving and maintaining personal health goals.

6-8 BENCHMARKS:
  
  f. explore personal health and well being on a regular basis.
  g. compare different health plans for achieving and maintaining good health.
  h. analyze personal health progress and adjust behaviors as needed.

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<td>1. Conduct a personal health inventory to determine short and long term goals.</td>
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<td>2. Evaluate various personal improvement strategies which promote or maintain health.</td>
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<tr>
<td>3. Evaluate progress toward achieving/maintaining personal health.</td>
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INDICATOR 3: Students will evaluate the role of personal responsibility in health-related decisions.

6-8 BENCHMARKS:
- g. describe how personal choices can impact long range health.
- h. demonstrate individual responsibility in health-related decisions/choices.
- i. model an age-appropriate healthy lifestyle.

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</tr>
<tr>
<td>Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.</td>
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</tr>
<tr>
<td>Objective:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Analyze the cause/effect relationship between decisions and wellness.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Recognize that current decisions have long-range effects because one's health changes with growth, maturity, and experiences.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Model ways in which individuals are responsible for decisions concerning personal health.</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
</tbody>
</table>
INDICATOR 1: Students will evaluate how communication affects relationships with family, peers, and community.

6-8 BENCHMARKS:
  g. demonstrate communication skills that build and maintain healthy relationships.
  h. choose appropriate communication techniques when interacting with family, peers, and community.
  i. model effective interpersonal communication skills.

<table>
<thead>
<tr>
<th>Eighth Grade</th>
<th>I</th>
<th>D</th>
<th>E</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL #4</td>
<td></td>
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</tr>
<tr>
<td>Students will use interpersonal communication skills to enhance personal health.</td>
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</tr>
<tr>
<td>Objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use communication skills necessary for positive, meaningful interpersonal communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>2. Analyze why communication is different or varies within the family, with peers, and/or in public.</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>3. Demonstrate techniques which improve clarity and effectiveness of interpersonal communication in various situations, e.g., eye contact, reflective listening.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
INDICATOR 2: Students will evaluate and select effective communication skills which enhance personal health.

6-8 BENCHMARKS:
  g. demonstrate healthy ways to express needs, wants, and feelings.
  h. determine behaviors/situations which create bridges and barriers to effective communication.
  i. use relevant and appropriate terminology when discussing health issues.

<table>
<thead>
<tr>
<th>Eighth Grade</th>
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</thead>
<tbody>
<tr>
<td>GOAL # 4 Students will use interpersonal communication skills to enhance personal health.</td>
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<tr>
<td>Objective:</td>
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</tr>
<tr>
<td>1. Develop skill in expressing personal problems and in asking for assistance.</td>
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<tr>
<td>2. Use strategies to overcome barriers when communicating, e.g., showing respect for values of others, being empathetic.</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>3. Examine effective ways to communicate about health considerations and issues, e.g., peers, parents, health care providers.</td>
<td></td>
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<td>X</td>
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</tr>
</tbody>
</table>
INDICATOR 3: Students will analyze conflict and engage in healthy communication and resolution strategies.

6-8 BENCHMARKS:
  g. analyze the positive and negative aspects of conflict in everyday situations.
  h. demonstrate effective conflict resolution strategies.
  i. demonstrate communication skills used to avoid potentially harmful situations.

<table>
<thead>
<tr>
<th>Eighth Grade</th>
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</thead>
<tbody>
<tr>
<td>GOAL # 4 Students will use interpersonal communication skills to enhance personal health.</td>
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<tr>
<td>Objective:</td>
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</tr>
<tr>
<td>1. Analyze the possible causes of conflict among youth in schools and communities.</td>
<td></td>
<td>X</td>
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<tr>
<td>2. Analyze the effectiveness of various conflict resolution strategies/methods.</td>
<td></td>
<td>X</td>
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<tr>
<td>3. Model strategies used to solve interpersonal conflicts without harming self or others, e.g., collaboration, negotiation, and/or refusal skills.</td>
<td></td>
<td>X</td>
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<td></td>
</tr>
</tbody>
</table>
INDICATOR 1: Students will analyze community and environmental health issues based on valid and reliable information.

**6-8 BENCHMARKS:**
- g. describe and rank community and environmental health issues.
- h. analyze information/data to support or refute the cause/effect of various health issues.
- i. describe how medical advances affect the community and environment.

<table>
<thead>
<tr>
<th>Eighth Grade</th>
<th>I</th>
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</thead>
<tbody>
<tr>
<td><strong>GOAL # 5</strong></td>
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<tr>
<td>Students will contribute to the health of their families, peers, schools, communities, and the environment.</td>
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<tr>
<td><strong>Objective:</strong></td>
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</tr>
<tr>
<td>1. Research how local, state, and national communities address critical health issues.</td>
<td>X</td>
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</tr>
<tr>
<td>2. Analyze how communities can equitably prioritize health issues according to cost and human need.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>3. Evaluate health information for reliability, validity, or usefulness.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>4. Analyze how medical and scientific advancements impact the present and future health of the local community and environment.</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
</tbody>
</table>
INDICATOR 2: Students will evaluate the impact of strategies to address community and environmental health issues.

6-8 BENCHMARKS:
  g. examine and adopt/adapt various plans designed to address community health issues.
  h. determine resources needed to implement community and environmental health plans/strategies.
  i. investigate the impact of past health plans/strategies on current populations/environments.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>Objective</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Compare/contrast the effectiveness of various plans developed nationwide to address pertinent health and/or environmental issues.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Describe the financial, human, and governmental resources needed to address a regional/national health and/or environmental issue, e.g., AIDS.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Analyze the effectiveness of present health and environmental protection policies.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
INDICATOR 3: Students will advocate and support practices which promote a healthy community and environment.

6-8 BENCHMARKS:
  g. investigate methods used to influence others in making healthy choices.
  h. choose and model health advocacy strategies for families, schools, and communities.
  i. collaborate with others to investigate the need for equitable health care for all.

<table>
<thead>
<tr>
<th>Eighth Grade</th>
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<tr>
<td>Objective:</td>
<td></td>
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</tr>
<tr>
<td>1. Evaluate health messages and communication techniques to meet the characteristics of a particular audience, e.g., alcohol, dating issues.</td>
<td>X</td>
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</tr>
<tr>
<td>2. Design a network to communicate and support health-related community accomplishments and efforts, e.g., student network groups, and electronic networks.</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>3. Develop and implement a collaborative project which promotes health for families and peers, e.g., a community health fair.</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
FITNESS ACTIVITIES

SAMPLE LESSONS EXPLAINED FOR:
Conditioning/Obstacle Course
  Fitness Training
  Kickboxing
  Resistance Bands
  Stability Balls
  Step Aerobics
  Tumbling
  Wrestling

OTHERS TO BE TAUGHT:
  Aerobics Fitness
  Testing Fitness
  Walking
  Heart Monitors
  Jump Ropes
  Pedometers
  Power Walking
  Running
  Track and Field
  Traverse Wall
  Treadmill
  Stepper
  Exercise Bike
**Unit Name:** Conditioning/Obstacle Course

**Grade:** 6, 7, 8

**Time Allotment:** 1-2 weeks

**Unit Objectives:**

All students will:

1. Develop muscle and cardiovascular fitness.
2. Develop increased agility, flexibility, and balance.
3. Acquire and apply the knowledge of physical conditioning to lifetime wellness.

**Equipment:**

mats, tables poles, chairs, crawl tunnel, cones, wands, medicine balls, hula hoops, foam hurdles, tires, stereo, timer, hand weights, stability balls, tubes, bands, jump ropes, agility ladders, plyometric boxes, and scooters

**Assessment:**

Students will be observed and assessed on knowledge of conditioning guidelines and participation/cooperation during independent work. Instructional Strategies/Lesson Ideas:

There are several conditioning activities to choose from in the Middle School.
**Unit Name:** Fitness Training

**Grade 6, 7, 8**

**Time Allotment:** 1-2 weeks

**Unit Objectives:**

All students will:
1. Develop knowledge and understanding of the guidelines and terminology associated with fitness training activities.
2. Develop basic skills essential to the participation and enjoyment of fitness training.
3. Develop knowledge and attitudes conducive to safe participation in fitness training during the class period or outside the school setting.

**Equipment:**
heavy rope, weight benches, weight plates, collars, bars, medicine balls, stationary bike, treadmill, stair stepper, dumbbells, leg curl/extension, crunch board, push up bars, E-Z curl bar, ab roller, chairs, pole, boom box, scoreboard, steps, stability ball, resistance bands, and tubes

**Assessment/Evaluation:**
Students will be observed and assessed on knowledge of conditioning guidelines and participation/cooperation during independent work. Instructional Strategies/Lesson Ideas:

Student participation in the fitness training units of our new curriculum will be greatly enhanced by the state-of-the-art exercise equipment ordered specifically for muscle and cardiovascular development. Three key pieces of apparatus — treadmill, stationary bike, and stair stepper — can be used not only for fitness training, but also to accommodate the student(s) who cannot participate in regular physical education classes but are able to perform certain movements.
| Ab rollers | Leg curl / extension | Stability ball |
| Collars (spring release) | Neoprene nylon belt | Standard bench-press |
| Crunch board | Pedometers | Steps |
| Dumbbells 3#, 5#, 8#, 10#, 12# | Plate rack | Straight bar |
| Extra plates 2.5#, 5#, 10#, 25# | Push up board | Tubes |
| E-Z curl bar | | |

The objectives of this unit are best met by arranging stations at which students will work for a specific amount of time. Students work in pairs so that one student always serves as a spotter for his/her partner. Rotation from station to station occurs at timely intervals. Students should be given a documentation sheet to record performance at each station and a map (or directions) of station rotation. The following page of this guide outlines a possible score sheet and gym layout for 15 stations to accommodate 30 students using the new equipment obtained for this unit. Depending on the time designated for each station, students may only get part way through their rotation during one class period.

Using upbeat music during station work is a good motivator for maximum student involvement.

Good weight training instruction does not emphasize a fast-paced workout. Instead, weights should be used in a controlled, comfortably paced movement.

Helpful tip:
On the sound of a whistle indicating rotation time, students will be allowed five seconds to get to their next station. At the end of five seconds, timing will begin for the next workout interval. Students will adapt to this quick transition between stations and will ultimately get to more stations in one class period.
**FITNESS TRAINING STATIONS**
Follow the station rotation in the order they are listed below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Score</th>
<th>Station</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Stationary Bike</td>
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<tr>
<td></td>
<td></td>
<td>2. Heavy Rope</td>
<td></td>
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<td></td>
<td></td>
<td>3. Dumbbells/bench butterfly</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4. Crunch boards</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. Medicine ball shuffle</td>
<td></td>
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<td></td>
<td></td>
<td>6. Bench press</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>7. Leg curl/extension</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>8. Treadmill</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>9. Dumbbells/bench arm curls</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>10. Pole jump</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>11. E-Z curl bar</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>12. Push up bars</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>13. Bench press</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>14. Stair stepper</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>15. Ab roller</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>16. Power walking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Strength Training

Name: ___________________________  
Period: ________________

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pull-ups</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Military press</td>
<td></td>
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<tr>
<td>Girls Steps</td>
<td></td>
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<td></td>
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<tr>
<td>Bench Press</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Medicine Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Heavy Rope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit Ups</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Heavy Rope</td>
<td></td>
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</tr>
<tr>
<td>Curls</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Upright row</td>
<td></td>
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<td></td>
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<tr>
<td>Agility Jump</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Laps</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Scooter</td>
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</tr>
<tr>
<td>Figure 8</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Boys Steps</td>
<td></td>
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<tr>
<td>Double Skips</td>
<td></td>
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</table>
# Interval Training Stations

<table>
<thead>
<tr>
<th>No.</th>
<th>Exercise Description</th>
<th>Points</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Incline pull-ups (2 pts. Per pull-up)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Bench press (do 5-10; 1 pt. ea.)</td>
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<tr>
<td>3.</td>
<td>Bleacher step-ups (up-up-down-down = 1)</td>
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<tr>
<td>4.</td>
<td>Medicine ball shuffle (1 pt. each)</td>
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<tr>
<td>5.</td>
<td>Bench curl-ups (1 pt. each)</td>
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<tr>
<td>6.</td>
<td>Heavy rope (1 pt. per skip)</td>
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<tr>
<td>7.</td>
<td>Pole jump (1 pt. per jump)</td>
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<tr>
<td>8.</td>
<td>Laps (1 pt. per cone)</td>
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<tr>
<td>9.</td>
<td>Triceps (Do 5-10; 1 pt. each)</td>
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<tr>
<td>10.</td>
<td>Baton run (1 pt. each)</td>
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<tr>
<td>11.</td>
<td>Half jumps (1 pt. per jump)</td>
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</tr>
<tr>
<td>12.</td>
<td>Step run (up = 1; down = 1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>Arm curls (Do 5-10; 1 pt. each)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>Medium heavy rope (1 pt. per back. skip)</td>
<td></td>
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</tr>
<tr>
<td>15.</td>
<td>Agility run (over = 1; back = 1)</td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>Power walking (1 pt. per lap)</td>
<td></td>
<td></td>
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</tbody>
</table>
## STATIONS

<table>
<thead>
<tr>
<th>NUMBER COMPLETED</th>
<th>SCORE</th>
<th>NUMBER COMPLETED</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pull-Ups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pole-Figure &quot;8&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bench Press</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Medicine Ball Shuttle</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Shoulder Lift (Weights from side to shoulder height)</td>
<td></td>
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</tr>
<tr>
<td>6. Sit-Ups on Bench (Arms across chest)</td>
<td></td>
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<tr>
<td>7. Heavy rope (1 Per forward skip)</td>
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<td>8. Pole Jump (1 Per jump over bar)</td>
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<tr>
<td>10. Rope Folded in Half (1 Per forward jump)</td>
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<tr>
<td>11. Triceps</td>
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<tr>
<td>12. Scooter (1 Per each trip) (USE ARMS ONLY!!)</td>
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<tr>
<td>13. Pyramids (Red to Red) (Over and Back = 1)</td>
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<td>14. Curls (Palms Up)</td>
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<td>15. Laps (Full Laps + .1 for each cone)</td>
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<tr>
<td>16. Chest Lift</td>
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<tr>
<td>17. Medium Rope (1 Per backward skip)</td>
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<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>18. Power Walking (1 Pt. Per lap)</td>
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<td><strong>TOTAL SCORE</strong></td>
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<tr>
<td>Activity</td>
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<tr>
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<td>6. Speed Run</td>
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<td>7. Short Run</td>
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<td>8. Push-ups</td>
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<tr>
<td>9. Sit-ups</td>
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<tr>
<td>10. Baton Run</td>
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<tr>
<td>11. Scooters</td>
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<tr>
<td>12. Steps</td>
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<tr>
<td>13. Heavy Rope</td>
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<tr>
<td>14. Agility jump</td>
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</tbody>
</table>
Unit Name: Kickboxing

Time Allotment: 1 week

Unit Objectives:

All students will:
1. Increase speed and agility, coordination, and flexibility.
2. Improve muscular endurance, strength and cardiovascular conditioning.

Equipment:
CD/tape player, music, videos, VCR

Assessment/Evaluation:

Students will be observed and evaluated on their level of participation. Instructional Strategies/Lesson Ideas:
All bask techniques, basic punches, basic kicks will be taught.
KICKBOXING/AEROBOX

By
Rose M. Pearce

Until the last few years, boxing, kickboxing, and the martial arts have been perceived as a specialized sport meant only for individuals conditioned and trained in those areas. Today you have the opportunity to learn the best of both worlds - fitness and martial arts. It is the intertwining of boxing, martial arts and aerobics that has become the latest rage in the industry. You make it reality through practice and then performance. Kickboxing is fun no matter where you do it. The stereo can crank out tunes that will help keep students motivated. No extra equipment is needed unless you choose to invest in gloves and heavy bags. (Safe usage is important if you do.)

When instructing kickboxing, your primary focus should be on safe, biomechanically correct exercise. Your second goal should be to provide an invigorating and productive exercise experience. De-conditioned persons hitting heavy bags without prior upper body strength training is dangerous. Medical research indicates forceful jarring of bones and joints can result in premature breakdown of these areas. Therefore be advised that a non-strike type of kickboxing program is best when instructing a wide range of skill and fitness levels. Kickboxing classes demand maintenance of an intense work rate and also a quick rate of recovery. One can never assume that every participant has the proficiency to execute punches and kicks in a safe and effective manner.

Overall, participants should see improvement in coordination, flexibility, muscular endurance, muscular strength and cardiovascular conditioning utilizing both aerobic and anaerobic energy systems.
BASIC TECHNIQUES

WRISTS: The wrists remain firm, yet flexible during non-strike punching.

HANDS: The hands are held loose in readiness. Ideally, the fist tightens only as it lands and immediately relaxes as it is pulled back.

ELBOWS: The elbows should remain soft at all times. There should NEVER be hyperextension of the elbow.

SHOULDERS: Because the shoulders play such a prominent role in every punch, they should remain relaxed.

BACK: The back must be properly warmed and stretched before any strikes and kicks are initiated.

KNEES: Locking out the knee joint is never acceptable. Proper kicking technique and form avoids lock outs. Keep the knees soft — always.

ANKLES /FEET: Proper foot placement while kickboxing is crucial. It is important to wear shoes that are appropriate for the floor surface being used. Also, avoid hyper extending during plantar or dorsiflexion.

CLOTHING: Wear non-restrictive clothing of a fabric type that helps to keep the body dry during heavy perspiration.

WHEN EXERCISING IT IS IMPORTANT NOT TO WORK AGAINST OR OVEREXTEND A JOINT.
BOX'N'KICK BASICS

STANCE: Body erect, good posture, act confident. Position yourself sideways so that you present a shoulder to your target. Start with your left foot out in front of you so that the heel of the right foot lines up with the toe of your left. Flex your knees and bend slightly at the hips keeping your upper torso stabilized and your back fairly straight. The elbows are tucked in close to the body and the forearms are raised straight up with elbows bent. Your hands are at chin to check level with the palms turned in.

FISTS: To form a fist, fold your four fingers toward your palm. Bend at the knuckles and wrap your thumb just below the tucked in fingers. When punching or striking, hold your fist firm and strike with the first two knuckles aiming at your opponent's nose. The palm faces downward when striking, the wrist is straight and the body should pivot with the hips turning. Exhale as you deliver punches. Also, a quick recovery is just as important as a quick delivery!

BASIC PUNCHES

JAB: This punch is thrown with the leading hand straight from the chin in a direct line toward your imaginary target. Moving from the guarded chin position, the fist rotates a quarter to half a notch. There is a quick snap back into ready position.

CROSS PUNCH: This is much like a jab but it comes from the rear positioned arm/hand. The cross begins with a pivot onto the ball of the rear foot. The rear shoulder and hips rotate as the rear hand is extended forward. You may or may not cross the sagittal plane. The punching hand returns quickly back to ready position.

HOOK: If you are doing a left hook, there is a weight transfer to your left side. From guarded or ready position, the left elbow is brought up, almost parallel to the floor, so that the arm forms sort of a hook. The fisted palm faces downward. The key is holding the arm in place as described above, delivering the punch by pivoting the right foot, left leg and torso sharply to the right in a powerful, one piece turning action. The pivot onto the ball of the foot is crucial, to avoid injury. The hook can be performed with the rear arm as well. The pivot takes place onto the ball of the rear foot.

UPPERCUT: The power of this punch comes from the legs and torso (especially the abdomen). From the guarded or ready position, dip the shoulder so that your elbow nears your hip. At the same time, rotate the fist palm-up. The lead hand draws from the hip to just below the cheekbone. The elbows are kept in close.
**ELBOW STRIKES:** From the ready or guarded position, the elbow is brought up or across the body at chest level. The fist of the lead elbow is placed in the palm of the opposite hand. Most elbow strikes are accomplished by lifting the lead elbow out to the side, bringing it parallel to the floor, and then snapping back, stopping in direct line with the shoulder. The focal point of the strike is the tip of the elbow. Elbow strikes are used primarily when the opponent is too close to kick or punch. When using this strike be careful to avoid shoulder impingement.

**PUNCH TIPS:**
- Don't forget the inactive hand. It should always be in a guarded or ready position.
- Always look where you are striking.
- Exhale when delivering punches.
- Quick delivery and recovery are essential.
- Concentrate on form, technique and proper body alignment.

**BASIC KICKS**

**FRONT KICK:** Lift the kicking knee up towards the chest "chamber". Drive or thrust out in a straight line forward "unload". Pull the toe of your kicking foot back and strike somewhere between the ball of the foot and the heel. Stop short of full extension and quickly "re-chamber" back to the ready stance. The point of imaginary impact would be an opponent's shin, groin, chin or chest depending on what is bio-mechanically correct for the kicker.

**SIDE KICK:** Raise the kicking knee up to the center of the body. The chambered leg is then thrust to the side in extension. Keep the toe pulled back and up, thus striking with the plantar or ball of the foot. In this movement the heel is pressed towards the ceiling. Re-chamber and return to original stance. The imaginary point of impact would be the opponent's shin, mid-torso or head.

**REAR KICK:** Chamber the knee upward, pointing the strike heel toward the target. Looking over the strike shoulder, snap, or thrust the leg back into extension and squeeze the gluteus muscles to avoid hyperextension. The strike is with the heel. Balance is essential and you may have to lean slightly forward with the upper body in order to maintain the rear kick. Keep the back straight. The imaginary point of contact is the opponent behind you — aim at the groin, stomach or face.
**ROUNDHOUSE KICK:** This kick is more advanced and would be inappropriate in a beginner's class. Bend the kicking leg and raise it to the side of the body toward the target while maintaining good balance on the support leg. Pivot on the support foot and thrust the kicking foot around keeping the knee high, bringing the foot around on the same plane. Straighten the whole leg without locking out joints. Twist the hips into the kick, using either the instep or ball of the foot while executing this kick. If using a heavy bag, strike with the lower shin. Re-chamber to original stance. The point of imaginary contact would be through the opponent's body, or imagine sweeping the opponent's feet out from under him/her.

**KNEE THRUSTS:** In a general kick box class, these movements imitate pulling your opponent down into your knees. Hands are in ready position. Begin with a simple alternating knee lift. Then begin to thrust the hip forward and tighten the abdominal muscles as you lift. Pull downward with the abdomen in a crunching fashion. Exhale on exertion of energy.
BASIC CARDIO MOVEMENTS

BOXER SHUFFLE: Weight is shifted from the ball of one foot to the other. The hips do not sway. Knees remain soft or slightly bent at all times.

FENCING: Lateral movement with the lead toes pointing to the side. The trail foot remains pointing forward and drags to meet the lead foot.

BOB AND WEAVE: From the ready stance the weight is shifted from one leg to the other. The knees are bent and the feet do not move. The key is to bend at the knees (not at the waist) and duck under the imaginary opponent's punch.

JACKS AND JABS: This exercise alternates jumping jacks with front jabs. After doing a jumping jack perform a right jab and right step to the front. Do another jumping jack and then perform a left jab with a left step to the front. Continue in this fashion.

JACKS AND SIDE KICKS: This exercise alternates jumping jacks with side kicks. After doing a jumping jack perform a side kick to the right with the right leg. Do another jumping jack and then perform a side kick to the left with the left leg. Continue in this fashion.

SPEED BAG WITH BOXER SHUFFLE: While performing the boxer shuffle make little circles with the right or left arm, as if punching a speed bag. This can also be done with both arms simultaneously.

COOLING DOWN

Never cut this segment short. A minimum of five minutes is required. Static stretching is the technique most recommended because it is considered the most effective in increasing flexibility and is not generally associated with the risk of injury. Static stretching involves holding a joint in a position that stretches the muscle and connective tissues to their greatest length. It is important to stretch to the point of mild tension only, not pain. The stretch is typically held approximately 10 to 30 seconds. Many instructors incorporate yoga moves in this segment of the workout.

The final stretches should engage all major muscle groups used during the kickboxing class including the head, neck, upper torso (back), lower torso, upper and lower legs.
BIBLIOGRAPHY

Billy Blanks-Tae Bo Video Series
John Herning-Professional Boxer-Rapid City
Don Li-Tai Chi/Kung Fu Video Series
Norris-Private Lesson Video
IFTA Powerpunch-National Kickbox Certification
Nicky Spencer-Spa 80 For Women/Rapid City
Stephanie Steele-Kick Boxing Video
Josh & Mutch Usera — YMCA/ Rapid City
Unit Name: Resistance Bands

Grade 6, 7, 8

Time Allotment: 2 weeks

Unit Objective:
All students will:
1. Develop muscular strength and endurance, range of motion and flexibility through the use of resistance bands.

Equipment:
- resistance bands (determined by thickness of bands)
- least resistance
- medium resistance
- greatest resistance

Assessment/Evaluation:
Students will be observed and evaluated on their level of participation for each of the exercises.

Instructional Strategies/Lesson Ideas:
- Work the muscles throughout the full range of motion, do not hyperextend or lock the joints.
- Work the large muscle groups first.
- Breathe evenly while exercising.
- Perform 1 — 3 sets of 8 — 15 reps.
- Gradually increase resistance.
Unit Name: Stability Ball

Grade 6, 7, 8

Time Allotment: 1 week

Unit Objective:
All students will:
1. Develop basic knowledge and understanding of the benefits of fitness training.
2. Develop basic skills essential to participate.
3. Develop basic knowledge about safe participation.

Equipment:
Various sizes of stability balls and mats

Assessment/Evaluation:
Students will be observed and evaluated on their level of participation.

Instructional Strategies/Lesson Ideas:
Stability balls are used in a combination with other activities that promote balance, strength and cooperation. Safety precautions to consider when using stability balls are the need for adult supervision and an unobstructed space. Introduce basic activities and slowly progress as student skill levels increase.

Use upbeat music to promote motivation for maximum student involvement. The students are encouraged to try all the stations at their own pace. As student fitness/skill levels increase the emphasis is placed on specific use of stability ball activities.

A recommended resource is Fitball The Balance Workout by Zappala and Posner-Mayer (1994). 1-800-890-2255
# STABILITY BALL WORKOUT

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<td>Russian twist</td>
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<td>Pushup position on ball (protraction) — (one arm)</td>
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<td>Sky diver</td>
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<td><strong>Abdominals/Obliques/Lower back</strong></td>
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<td>Russian twist</td>
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<td>Floor reverse crunches</td>
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</table>
| Lateral crunches — on side | }

- Full body: Stability Ball Workout
Unit Name: Step Aerobics

Time Allotment: 1 week

Unit Objectives:
All students will:
1. Develop an understanding of terminology associated with step aerobics.
2. Develop coordination while moving in a rhythmic pattern.
3. Develop improved cardiovascular conditioning.

Equipment:
steps, music, tape/cd player and mats

Assessment/Evaluation:
The student will be observed and assessed on their level of participation and improvement. Instructional Strategies/Lesson Ideas:
Within the last few years, the popularity of step-bench training or "step aerobics" has climbed rapidly. An estimated 10 million people have tried step training. Vigorous stepping provides the cardiovascular benefits of running but stresses the joints little more than walking. Performed to invigorating music with creative choreography, this low-impact workout is also lots of fun.

The First Step to Stepping
Before beginning a step-training class, be sure your step (the platform) is secure and at the proper height for your students' fitness level. If your students are beginners, their platform should be four to six inches high. Regardless of fitness level, the platform height should not require bending of the knees more than 0 degrees. Keep the area around the platform dry and remove objects that could interfere with your workout.

Alignment of Body
Proper body alignment during step training helps prevent injuries.
While stepping:
- Relax the neck and keep it straight.
- Always keep the knees soft; don't lock the knees.
- Maintain good posture with shoulders back, chest lifted and pelvis tucked under.
- Lean from the ankles, not the waist, as you step onto the platform.
- Do not arch the back.
Proper Stepping Techniques

Correct stepping technique also prevents injuries and improves your workout.

Always place the entire foot on the platform; no part of the foot should hang over the edge.

Step dose to the platform, allowing the heels to contact the floor. Note: Only the ball of the foot, not the heel, should touch the floor during lunges or other rapidly repeated movements "repeaters".

Step quietly. Pounding can unduly stress the ankles and knees.

Keep an eye on the platform at all times.

Don't use hand weights. They greatly increase the risk of injury and provide no benefit.

If students find step training difficult, focus on learning only foot patterns and omit arm movements. Instructors can always add arm movements later. Remember that raising the arms above shoulder level makes the heart work harder and can leave participants breathless. If the workout gets too intense, minimize the arm movements.
**Unit Name:** Tumbling  
**Grade:** 6, 7, 8  

**Time Allotment:** 1-2 weeks  

**Unit Objectives:**  
All students will:  
1. Develop knowledge of basic tumbling movements.  
2. Successfully perform a balance sequence combining stationary and traveling balances.  
3. Transfer balance skills and techniques to pyramid building.  
4. Develop knowledge of proper spotting techniques.  

**Equipment:**  
Tumbling mats  

**Assessment/Evaluation:**  
Students will be observed and evaluated in the areas of tumbling movements, spotting, balance, and pyramid buildings. Instructional Strategies/Lesson Ideas:  

**Beginning tumbling should teach the following movements:**

<table>
<thead>
<tr>
<th>Movement</th>
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<td>Cartwheel</td>
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<tr>
<td>Dive cartwheel</td>
<td>Front walkover</td>
</tr>
<tr>
<td>Round-off</td>
<td>Back walkover</td>
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</table>
1. **Forward roll**: Begin in squat position, weight on toes. Place hands on mat, slightly ahead of toes; tuck head between knees with chin touching chest. Push off from toes, roll forward, and push with hands as you roll forward. Keep body rolled up "like a ball."

2. **Backward roll**: Begin in squat position with back to mat. Place hands pointing back over shoulders with palms up and thumbs near neck. Tuck chin into chest, sit on mat and push backward with toes, keeping in tucked position. As you toll, bring knees to chest and roll onto back. Push off with hands to land in squat position on toes.

3. **Cartwheel**: (right-hand) Stand sideways to the mat, feet astride and right side toward mat. Raise right arm overhead and left arm out to the side. Bend to the right side to place the right hand and then the left hand in line on the mat. At same time, throw the left leg overhead followed by the right leg. The legs should be apart and straight as they pass overhead. Straighten arms and raise head throughout the cartwheel. Land on the mat, first with left foot and then with right, to stand upright, feet apart. Also teach left-hand cartwheel, instructing students to do the opposite as listed above.

4. **Dive cartwheel**: Start with a short run. Just before take-off, add a little skip step on the right foot to take off on the left foot. Perform the cartwheel and finish in a controlled landing, maintaining balance.

5. **Round-off**: The approach is similar to the running cartwheel, but hands are placed closer together. Do a skip step before placing hands on the mat. Lift legs high, taking all the weight on the arms. When feet come overhead, snap them together and make a 1/2 turn in the air. Snap legs down quickly, push away from mat with hands landing both feet together.

6. **Handstand**: Place hands forward on the mat with the shoulders ahead of the hands. Keep head up and look ahead slightly. Swing the legs up so that the feet are over the head keeping the body arched and the toes pointed. The weight of the body is supported by the hands. Practice with a spotter.

7. **Tripod**: Squat, placing hands on mat shoulder width apart with fingers spread and pointing forward. Bend elbows and lower forehead to mat to form a triangle with the hands. Put weight equally on all three points, then lean forward to lift feet from floor so that the right knee rests on the right elbow and the left knee rests on the left elbow.

8. **Straddle press to headstand**: Start in the push-up position. Draw legs toward hands keeping legs apart and straight. Tip forehead down onto the mat. Keep toes pointed and hips high as you lift your straight legs overhead. Keep the back arched slightly as legs come together. Hold 5 seconds.
9. **Kick-up headstand**: Squat in tripod balance and walk feet forward so that the front leg is bent and rear leg is straight. Kick up rear leg and then forward leg until both are overhead. Point toes and arch back slightly. Hold 5 seconds.

10. **Front walkover**: Stand with one foot in front of the other. Rock forward to place both hands on mat close to and in front of feet. Kick back leg up straight to be momentarily in the split-leg handstand position with legs straight and back arched. Keep arms straight and head back as lead foot comes over with knee bent to land close to hands. Bring other leg straight over, stand with arms outstretched overhead. Practice with spotter.

11. **Back walkover**: Stand with arms raised overhead, raise one leg forward as you lean into a back bend. Push off from other leg, tilt head back and stretch arms to reach the mat. Place palms on mat close to feet with fingers pointing toward feet. Put weight on hands and bring legs over one at a time to the mat. Stand with arms to side. Practice with spotter.

12. **Front handspring**: Stand, run forward for about 5 steps to do a skip step from the right foot to the left. Snap the arms down vigorously to place hands on mat shoulder width apart and close to front foot. Throw right leg up quickly over head followed by left leg. As legs move forward and body is in front of head, arch the back and push off the mat with hands to land on both feet in bent-knee position. Practice with spotters.

13. **Back handspring**: Start in sit-back position. Bend knees and throw the straight arms overhead. Throw head back and look for mat. Place hands on mat as close to the heels as possible. Bring legs over straight, keep arms straight and snap legs down to land on the mat. Practice with spotters.
Unit Name: Wrestling

Time Allotment: 6-7 days

Unit Objective:
All students will:
Learn the sport of wrestling.
1. Learn the format used in the sport (matched up by weight, neutral position, referee position etc.).
2. Learn scoring (what points are awarded for various situations).
3. Learn basic moves and correct techniques.
4. Increase the students' fitness level.
5. Learn scoring for team points.

Equipment:
Wrestling mat, adequate area for class size

Assessment/Evaluation:
Students observed and evaluated by performing various moves, using correct techniques, tested on knowledge of scoring and staying on task throughout lessons.

Instructional Strategies/Lesson Ideas:
1. Begin with overview of the sport.
   a. starting position (neutral)
   b. time periods
   c. scoring
   d. goal of getting a pin

2. Demonstrate and practice takedowns.
   a. double leg
   b. single leg
3. Demonstrate and practice (from referee position) breakdowns.
   a. take out 2 of the 4 points of contact. Ex: one arm and one kg

4. Demonstrate and practice escapes and reversals.
   a. sit out and switch
   b. stand up

5. Demonstrate and practice pinning combinations.
   a. one-half bar arm
   b. cradle — inside and cross face
   c. three-quarter

6. Experience the sport.
   a. have equally matched students wrestle while other students are acting as referees (keep track of points, etc.)
   b. always shake hands before and after each match to emphasize good sportsmanship.

Safety tips:
1. room of adequate size
2. mat of adequate size
3. match students up equally (weight and strength)
4. stop on whistle
NET/RACQUET GAMES

SAMPLE LESSONS EXPLAINED FOR:
Buka Ball
Eclipse Ball
Koosh Ball

OTHERS TO BE TAUGHT
Badminton
Pickleball
TableTennis
Tennis
Unit Name: Buka Ball

Time Allotment: 1-2 weeks

Unit Objectives:

All students will:
1. Develop knowledge and understanding of the basic kicks and net game of Buka ball.
2. Develop basic skills essential to the participation and enjoyment of Buka ball.
3. Develop eye-foot coordination, which is important in overall coordination.

Equipment:
Nets (number depends on class size, portable standards (number depends on class size), Buka balls, same as number of courts or groups.

Assessment/Evaluation:
Students will be observed and assessed on their participation, knowledge and improvement during the unit of Buka ball.
POLLYSACK
(Buka Ball)-Rules and Regulations

SET UP:
• pickle ball net or badminton net
• court size-same as pickle ball court

SERVE:
• Right service court-behind short service line
• Bounce serve-serve made with foot
• Ball must go on or beyond the short service line to be considered a legal serve
• Net serve is a side out (loss of serve)

RALLY:
• The ball may bounce once before contact with any part of the body
• In the attack phase you are allowed three contacts. This must be with yourself or other players •The ball may contact the floor after each hit (if needed)
• The game is a combination of hackey sack, volleyball, pickle ball, and badminton •Spiking is allowed, but the body part cannot cross the plane of the net
• To block the ball you must be behind the blocking line
• After the serve, contact with the ball can be in the air, (a volley), or after it bounces 'Arms cannot be used during the service or the rally
• Lines are in bounds
• The ball cannot bounce over the net, it must be touched over

SCORING:
• Game is played to 11, win by two
• You only score when you serve
Unit Name: Racquet sports

Time Allotment: 3 weeks Unit

Objectives:
All students will:
1. Develop knowledge and understanding of the rules and terminology of each game.
2. Develop basic skills essential to the participation and enjoyment of each game.
3. Learn a variety of games to be used during leisure time.

Equipment:
- Tennis: tennis racquets, tenths balls, nets, standards
- Eclipse ball: tenths racquets, eclipse balls, nets, and standards
- Badminton: badminton racquets, shuttlecocks/birdies, nets, standards
- Pickle ball: whiffle balls, pickle balls, paddles, nets, standards
- Table tenths: table tennis table, table tennis nets, table tennis balls, table tenths paddles
- Koosh Ball: koosh racquets, koosh balls, nets, standards

Assessment/Evaluation:
Students will be observed and evaluated in areas of stance, footwork, body movement, arm swing, wrist and hand action, and court positioning. Students will take a written test covering rules, terminology, game strategy, and understanding of basic skills, equipment, etiquette, and safety.
Instructional Strategies/Lesson Ideas:

**Eclipse ball**
Court: The net is hung at 7 feet, similar to volleyball.
Players: Four per team is ideal.

Equipment: Each player has a tennis racquet; one eclipse ball is used.

**Serve**
Player (in the right back position) must keep one foot behind the back end line when serving. The serve is performed by letting the ball bounce once and then hitting the ball with the racquet in an underarm stroke. The ball must completely cross above the net without contact to the net or any other player, and fall into the opponent's court.

**Team play**
Eclipse ball is a combination of volleyball and tennis skills and strategy. After the serve, each side may have up to three contacts with the ball. The contacts may be volleyed in the air, or hit from a floor bounce. No player may contact the ball twice in succession. Balls (other than the serve) may be played off the net. Like volleyball, each side may use one, two, or three contacts to return the ball. Team players can play the ball off the ceiling only on their side of the court.

**Scoring/Rotation**
A team may score a point only when serving. A player who is serving shall continue to do so until a fault is made by his/her team. The game is played to 15 points. A team must win by two points. After each side-out, players rotate clockwise to provide a new server.
RHYTHMS

SAMPLE LESSONS EXPLAINED FOR:
Juggling
Line Dance Tinikling/Rhythmic Bands

OTHERS TO BE TAUGHT:
Folk Dance
Jitterbug
Square Dance
Unit Name: Juggling

Grade 6, 7, 8

Time Allotment: 3 days

Unit Objectives:
All students will:
1. Develop hand-eye coordination.
2. Understand the principles involved in juggling.

Equipment:
CD/ tape player, tapes, CDs, colored scarves, juggling balls, juggling squares

Assessment/Evaluation:
All students will be assessed on the completion of the sequence of steps in juggling.

Instructional Strategies/Lesson Ideas:

Scarf Juggling is a wonderful introductory lesson to teach the skill of juggling. The scarves come in sets of three, with each being a different color—usually yellow, pink and orange. Students can learn to juggle independently, with a partner, or with several others to participate in circle juggling.

Almost everyone has had the desire to learn how to juggle. Yet, because it looks so difficult and mystifying, few of us will try this fun activity. To the novice, it appears to be a complex skill. In actuality, however, juggling is a simple skill with the juggler always in control of two of the three scarves.

Since juggling is a rather simple skill, young and old alike can master it with just a little practice and an understanding of the principles involved. For most, it is best learned in a step-by-step manner with each level being accomplished to the point of ease and control before going on to the next step. Before you begin, there are some points you should consider:

1. **Juggling is a rhythmic skill.** You may want to have students juggle to music with a strong beat or you may find it easier to create your own rhythm as you say "left, right, left, right" while tossing the scarves.
2. **Consistency with your tosses is most important.** Toss each scarf well into the air to give it some "hang time." This gives more time to react to the falling scarf. You must be able to make these tosses with either hand and always the same level or height.

3. To determine where to catch the scarves, watch them at the peak of their flight in the air. **Do not watch your hands.** This "peak" of the flight is also an important cue in juggling for when one scarf reaches its peak – that's when you throw another one.

4. Finally, **practice makes perfect.** This is not a skill learned immediately for most. The more you practice the easier juggling will become.

**SEQUENCE OF STEPS TO LEARN SCARF JUGGLING (INDIVIDUALLY)**

1. **Holding the scarf.** Hold the scarf in the middle with your thumb, index, and middle finger. This called the "jellyfish" position because all four corners are hanging loosely like a jellyfish. Hold the scarf with your palm down at waist level.

2. **The basic throw and catch.** While holding the scarf, lift your arm as high as you can reach. Just before you reach the highest point, gently flick your wrist and release the scarf into the air.

3. **One scarf throw and catch.** While holding the scarf in one hand, bring your arm across your body and release it at the highest point. (Remember to gently flick your wrist.) Let the scarf float down and catch it in jellyfish position with the opposite hand. Example: Right hand throws; left-hand catches (scarf caught on the left side of the body.)

4. **Two scarves throw and catch.** Hold the scarves in both right and left hands at waist level in jellyfish position. Lift your right arm across your body and release the scarf on the left side of your body. Lift your left arm across your body and release the scarf on your right side. (Your arms have made an X pattern.) Catch the scarves at waist level. First, catch with left hand; then right hand. Verbal cues: "Right hand, left hand, catch, catch." Repeat

5. **Holding three scarves.** Make a jellyfish with the first scarf using the ring finger and the little finger. Grab the second scarf, in jellyfish position, with the thumb and index finger of the same hand. Grab the third scarf with your other hand.

6. **Three scarves – one throw.** Hold the scarves in jellyfish position. Lift and release the scarf that is held by the thumb and index finger in the hand that has two scarves. Lift and release it on the opposite side. Let it drop to the ground.
7. **Three scarves — two throws.** Hold the scarves in jellyfish position. Lift and release the #1 scarf (front scarf). Then, lift the scarf from the other hand, #2, and release it on the other side of the body. Remember to reach under the first throw when reaching across. Let both scarves fall to the ground. The scarves should land on the opposite sides of the body. Verbal cues: "Right, left," or "One and two," or "Pink and orange."

8. **Three scarves — three throws.** Hold the scarves in jellyfish position as directed in #5. Lift and release the front scarf from the hand which has two scarves in it. Then, lift the scarf from the opposite hand and release it on the opposite side. Lift and release the remaining scarf on the same side as the first scarf. Let all of the scarves fall to the ground. Verbal cues: "Left, right, left," or "One, two, three," or "Pink, orange, yellow."

9. **Three scarves — three throws — three catches.** Same directions as in #8 except now the juggler catches the descending scarves shortly after they have been released. As you begin reaching across in the X pattern to catch the scarves your arms will begin a circular motion which continues in a rhythmic manner provided your tosses are also done consistently. Verbal cues: "Left, right, left," or "Yellow, pink, orange."

**CIRCULAR JUGGLING**

Circle juggling transforms an independent juggling activity into a highly entertaining cooperative activity. It is especially beneficial to the student who has difficulty hearing the rhythmic beat to a piece of music since all participants must move as a unit.

**Practice without scarves.**

Students practice the actions or "down" (bend knees, feet shoulder width apart, bring right hand down to knee level in center of body) and "release" (extend legs, bring right hand upward toward the area just in front of student to the right, and flick the right wrist). Teacher calls out "down, release, down, release" as students imitate catching the scarf from the student on the left on the "down" call, and the tossing of the scarf to the student on the right on the "release" call.

**Pattern #1 One scarf.** All students are given one scarf and told to use only their right hand for this activity. They are instructed to follow directions of the "down" call by catching the descending scarf tossed by the student on the left and bringing that scarf down between their legs 2 or 3 feet off the floor. They then follow the directions of the "release" call by extending their legs and bringing the scarf upward and flicking it high into the air to the right, directing it in the area just in front of the student on the right. Objective is to have all scarves caught at the same time and all scarves tossed at the same time. Variation: Students try this pattern to music with a strong beat.
Pattern #2 Two scarves. All students are given two scarves and told to hold one scarf in each hand. They are instructed to follow directions of "down" by catching the two descending scarves tossed by the student on the left down between their legs 2 or 3 feet off the floor. They then follow the directions of the "release" call by extending their legs and bringing the two scarves upward and flicking them high into the air to the right, directing them in the area just in front of the student on the right. Objective is to have all scarves caught at the time and all scarves tossed at the same time. To assist in the success of all participants of the circle, students try to keep their two scarves consistently spaced about 12 inches apart at all times, especially on the toss to the right. Variation: Students try this pattern to music with a strong beat.

Pattern #3 Two scarves. All students are given two scarves and told to hold one scarf in each hand. They are instructed to follow directions of "down" by simultaneously catching one scarf in the left hand that has just been tossed to them from the student on the left while catching a second scarf with the right hand that has been tossed into the air (above own head) by self. Students follow directions of the "release" call by extending legs and tossing the scarf in the left hand into the air above own head while tossing the scarf from the right hand high into the air to the right, directing it in the area just in front of the student on the right. Though two scarves are being caught and tossed with each "down, release" call, only one scarf moves from person to person at a time.

Scarf relay #1 "Around the Circle"
Students are in circle formation with an equal number of students to every circle (12 or 14 per circle works well). Half the circle is team "A" and the other half is team "B". Leaders of each team are the only participants who have a scarf. On the command to "Go!" leaders of both teams take off running counter clockwise around the circle one time to bring the scarf to the nest person on the team. Each member of the team runs one lap outside the circle. The first team to get their last runner back to his/her starting position is the winner.

Scarf relay #2 "Over, Over"
All students stand in a circle facing either clockwise or counterclockwise. To make this activity a relay, there should be at least two circles competing against each other. Designated leader is the only participant with a scarf. On the command to "Go!" leader tosses scarf over head while the student in back of him/her catches it and does the same. The first circle to move their scarf back to the leader is the winner.

Scarf relay #3 "Over, Under"
All students stand in a circle facing either clockwise or counterclockwise. To make this activity a relay, there should be at least two circles competing against each other. Designated leader is the only participant with a scarf. On the command to "Go", leader tosses scarf over head while the student in the back of his/her catches it and sends it between the legs to the next person in the circle. This over, under, over, under pattern continues until the scarf returns to the leader's position.
Unit Name: Line Dancing

Time Allotment: 1 week Unit Objectives:

All students will:
1. Develop knowledge and understanding of the terminology of line dancing.
   Develop basic skills essential to the participation and enjoyment of dancing.

Equipment:
CD player, tapes, CDs, videos, VCR, TV

Assessment/Evaluation:
Students will be assessed on their knowledge of terminology and various dance steps.

Instructional Strategies/Lesson Ideas:
The individual dances will be demonstrated, and then walked through by the students. The steps will then be performed to music.

DANCE

This section is devoted to updating our dance units with recent line dances and terminology associated with these dances. Line dancing is a choreographed dance with everyone doing the same steps and moving the same direction. Some line dances are choreographed to a particular song such as Achy Break’y Heart, Romeo, Boot Scoot’n Boogie or Pretty Woman. Some people may add their own style on movement or body actions but everyone still ends up in the same place. At a live-band dance, line dancers should dance in front of the band leaving a path for the progressive dancers in the lane around the floor.

Following are some terms which are helpful when line dancing.

LINE DANCE TERMS

- **Bump**: move your hip to the left or right sometimes into another person’s hip
- **Cha-cha-cha**: three small steps in place
- **Charleston**: sweep of the right leg in front of the left, then the left sweeping behind the right
- **Chug hitch**: when doing a hitch (foot held up with the knee bent) moving forward
- **Clap**: hands together producing a sound
Click | tapping boots together with a partner either in front of your bodies or behind
Clockwise | turning to the right or the same as the hands of the clock move
Counter-clock-wise | turning to the left or opposite of the way the hands of the clock move
Cross | bringing either the left or right leg in front of the other leg with the knee bent
Dip | bend one leg at the knee, extend the other leg out behind as a downward movement is made. This can be done with both knees bent and moving down.
Drag | slowly moving the foot along the floor at your side with the side of the foot
Electric kicks | energetically moving your feet to the 1 & 2 & 3 & 4 beats
Fall away kick | kicking between another person's legs
Fan | with one foot or another moving the toe out and in as the heel pivots in place
Fence post | left foot stays in place as the right foot steps around to get the body facing another direction
Grapevine | moving to the left or right, step to the side, other foot steps behind, step to the side a second time ending with stomp, scuff, tap or in place
Grind | or hula, moving your hips in circles like doing the hula hoop
Heel | bringing the right or left heel forward and back
Heel down | just putting heel in place but not stomping
Heel grind | putting foot forward and moving foot as if putting out a cigarette
Heel swivel | both feet pivoting, on the balls of your feet, with the heels going out to the right, back to the center, out to the left and back to the center
Hitch | either leg held up while bent at the knee
Home | normal standing position with feet about shoulder’s width apart
Hop | on one leg (bent or straight leg) moving forward
Hop switch | hopping from one foot to the other with straight legs
Jazz Box | making an X: step forward, cross over with the other leg, and step back to home with one foot then the other
Kick ball-change | kick one foot forward, step quickly to the other and weight change again to the original foot
Lift | bring one foot slowly up in the air with knee bent
Military turn | step forward with one foot then turn pivoting on the balls of both feet
Pigeon or chicken | feet together, spread heels out, pointing toes into each other. Spread arms out as a chicken would its wings
Pivot | turning on the ball of either or both feet but not lifting the foot off the ground
Rock step | changing your weight, forward or backward, from one foot to the other without lifting the feet
Running man  step with the right foot and pull it back, step with the left foot and pull it back, step with the right again and pull it back. Hands can move as if jogging
Shuffle or triple step. Right foot steps forward, left comes to the arch and right foot steps again. (1 & 2) Left foot steps forward, right comes to the arch and left foot steps again. (3&4) Can be counted as step together step, or step, close, step or right- left -right, left- right- left, or right-2, 3 left 2, 3. Feet shuffling along the ground
Scoot step with one foot and slide or drag the other behind
Scuff kick foot through and touch the floor
Slap leathers tapping your boot or shoe with the opposite hand
Stomp coming down next to the other foot heavily with weight remaining on that foot
Stomp-up no weight on stomp. Foot comes off ground
Strut step with foot on heel and slap toe down
Suzy Q heels of both feet move to left and back. Pivot on the balls of the feet
Tap with the toe of either foot tapping on the tip of the shoe boot at different points depending on the dance
Toe point toe in a certain direction on the bottom of the boot or shoe
Toe in, heel out with right foot tap tip of boot in front and then tap the heel of the same foot at the same spot the toe was tapped
Triple see shuffle above
Tush push moving the right hip forward is the tush. The left hip backward is the push
One-waller the dance faces one direction or wall only
Two-waller the dance faces a wall in front and a wall behind
Four-waller the dance faces all four walls of a room
One-quarter turn a 90 degree turn either clockwise or counter-clockwise
Half turn a 180 degree turn either clockwise or counter-clockwise, ending up in the opposite direction one started
Turn a 360 degree turn either clockwise or counter-clockwise, ending up in the same spot you started
**SIERRA ROSE**

Music suggestion: *Brand New Man* by Brooks and Dunn

Right hell out and back (repeat)
Step right foot forward, then left foot forward
2 right kicks in front
Step back on right, touch left toe, step left forward, then right forward
2 left kicks in front
Grapevine left (right behind) left, clap! Step to right, clap! Step to left, clap!
Grapevine to right (left behind), right 1/4 hitch and turn (Your are now facing to outside of circle) Grapevine to left, (right behind), left, 1/2 turn, face center
Right foot: 2 stomps, 2 right foot fan
-Start at the beginning-

**COWBOY HIP HOP**

Music suggestion: *Fishin' In the Dark* by the Nitty Gritty Dirt Band

In place: skip right, left, right, left
Rock: forward on right, back on left (repeat) Right Foot: tap back, tap front
Right Foot: (double time) tap back, front, back, front Grapevine left, behind, left, stomp!
Big side-step to right, slide left together, 2 stomps 2 jumping jacks (pivot to opposite side)
2 jumping jacks
Broken leg (4 counts)
**SHINDIG IN THE BARN**

Music suggestion: *Teton Mountain Stomp*

The formation of this dance is two lines of four (one of girls; one of boys) facing each other. The "head couple" is on the far left.

1. Starting with right foot, all 8 dancers walk forward 4 steps (bow & curtsy).
2. All 8 dancers walk backward 4 steps.
3. All 8 dancers walk forward 4 steps, take partner's right hand; make 1/2 turn, walk backward 4 steps. (End up where partner started).

Repeat #1 and #2 above, except this time take partner's left hand on the 1/2 turn. (End up where you started.)

While other three couples clap hands to music:
Head couple sashay (8 slides) down center with hands joined up high. (8 counts)
Head couple sashay (8 slides) over heads of boys. (8 counts) Head couple sashay (8 slides) over heads of girls. (8 counts)
Head couple goes to center for arm swing and back to end of line opposite where they started. (8 counts)

Repeat

**ELVIRA**

Music suggestion: *Elvira* by The Oak Ridge Boys

Left heel out, right heel out, 2 pigeon toes.
Left heel out, right heel out, 2 pigeon toes.

Right heel out, left toe tap in back, 4 counts (heel together) ski steps.
Scuff, stomp right, scuff stomp left
Turning 1/4 turn to the right... step 1, 2, 3, and clap!

Repeat facing new direction. Dancers will face all four directions and then begin again.
HONKY TONK TWIST
Music suggestion: Any good 2-step music will work. Examples: Gone Country (slow) or Summertime Blues (faster) both by Alan Jackson.

Feet close together, twist to left (4 beats)
Right heel out in front twice (4 beats)
Grapevine to the right (8 beats) end with a left foot scuff
Moving forward 2-step style: Left, together, left and right; together, right.
  Make 1/4 turn (to left) to face opposite direction
Moving forward 2-step style: Left together, left and right; together, right .
  Make 1/4 turn (to right) hitch left knee up
Moving forward 2-step style: Left, together, left and right; together, tight
  Stomp left! Repeat from beginning.

MOUNTAIN MUSIC
Music suggestion: Mountain Music by Alabama

Grapevine right (4 beats) grapevine left (4 beats)
Walk backwards right foot, left foot, right, left.
Step forward with right foot, bring left foot together.
2 heel clicks
Tap right foot forward (2 beats)
Tap right foot backward (2 beats)
Tap right foot forward (1 beat), backward (1 beat), right side (1 beat), Right leg hitch, turn 1/4 turn to left

Repeat
**COWBOY BOOGIE**  
Music suggestion: *Deeper and Deeper* by Madonna (for pop effect) or any country 2-step (for Western flair).

Grapevine right, left, right, left kick (moving to your right)  
Grapevine left, right, left, right kick (moving to your left)  
(Moving forward) step right, left kick; step left, right kick  
(Moving backward) step right, left, right (1/4 turn to right) rock right hip  
– 2 left hip rocks, 2 right hip rocks  
– 1 left hip rock, 1 right hip rock  
Left pivot 1/2 turn (cc) to left

Repeat  
Take 4 revolutions to face beginning direction.

**UPBEAT AEROBIC DANCE**  
Music suggestion: *You're the One That I Want* (from Grease soundtrack)

16 counts (do nothing but wait for starting beat)  
4 skips moving to right  
4 skips moving to left  
8 skips circle right  
8 skips circle left  
8 skips in place  
jump right (4 arm pumps)  
jump left (4 arm pumps)  
jump right (4 arm pumps)  
jump left (4 arm pumps)  
12 ski jumps side-to-side

Chorus:  
Twist to You're the One That I Want
On the "Oh, Oh, Oh" reach up to the ceiling and then clap the floor with both hands
Repeat 2 times
16 skips in place

Repeat all
**WATERMELON CRAWL**  
Music suggestion: *Watermelon Crawl* by Tracy Byrd

Two pigeon toes  
Right heel, heel; Right toe, toe; Right heel/toe, 2 left stomps.  
Left heel, left toe, 2 right stomps.  
Grapevine to the right, grapevine to the left, 1/4 turn to left and right stomp.  
Grapevine right, grapevine left

Repeat all

**SLAP LEATHER**  
Music suggestion: *Boot Scootn'Boogie* by Brooks and Dunn

Grapevine to right, end with left foot scuff.  
Grapevine to left, end with right foot scuff.  
Moving backwards... step right, left, right, end with left foot scuff.  
Step to left, slide right foot to close, stomp left, stomp right.  
Walking forward (heel/toe) step right, left, right, left.  
Right toe tap front twice, back twice,  
Front, side, back, side, "slap, slap"  
Quarter turn to the left, and repeat.

*Slap = slap inside of right foot with left hand,  
slap outside of right foot with right hand as you turn
PRETTY WOMEN LINE DANCE
Music suggestion: *Pretty Woman* by Roy Orbison

right — step together step — clap
left — step together step — clap
forward — step together step — clap
back — step together step — clap
tap right toe forward, side, backward, together
repeat with the left
starting with the left foot — 3 small and slow steps
left — together — left 1/4 turn to the left and clap
repeat
**BOOT SCOOT’N BOOGIE**  
Music suggestion: Boot Scoot'n Boogie by Brooks and Dunn

1-4  
Grapevine left: step to the side with the left foot, step the right behind, step to the left with the left again and scuff the right foot

5-8  
Grapevine right: step to the side with the right foot, step the left behind, step to the right with the right again and scuff the left foot

9-12  
Grapevine left: step to the side with the left foot, step the right behind, step to the left with the left again and scuff the right foot

13-16  
Grapevine right: step to the side with the right foot, step the left behind, step to the right with the right again and turn a quarter turn (90 degrees) to the right or clockwise with the left foot in a hitch

17  
Chug hitch: as hitching move forward at an angle to the left

18  
Repeat chug hitch

19-20  
Step down with the left foot, slide or scoot the right foot behind it

21-22  
Repeat 19-10

To count: Grape-vine-left, scuff, grape-vine-right, scuff, grape-vine-left, scuff, grape- vine-right, hitch turn, chug hitch, chug hitch, step, scoot, step, scoot
THE BIRD
Music suggestion: *Rescatame* on the *Vamos a la Disco* tape, or the original Bird music by Prince.

8 counts
2 RIGHT PALM UP, 2 LEFT PALM UP,
2 RIGHT PALM DOWN, 2 LEFT PALM UP

8 counts
2 RIGHT HITCHER, 2 LEFT HITCHER,
2 RIGHT PUSH DOWN, 2 LEFT PUSH DOWN,

8 counts
HAND TWIRL TO RIGHT, HAND TWIRL TO LEFT

8 counts
HANDS TO OPPOSITE THIGHS,
BEND DOWN ELBOWS TO OPPOSITE KNEES,
TOUCH FRONT, BACK, FRONT, CLAP
TOUCH OPPOSITE RIGHT HIP, LEFT HIP,
TOUCH RIGHT SEAT, LEFT SEAT
JUMP, JUMP, TURN, JUMP
THE DRIFTER
Music suggestion: *Celebration from Sports Rock and Jams & Pretty Woman* by Roy Orbison

1-4      Step forward left, right, left, clap
5-8      Step backward right, left, right, clap
9-12     Step forward left, right, left, stomp right
13-16    Step backward right, left, right, stomp left
17-24    Triple (shuffle) step forward left, right, left, right
25-28    Grapevine left, right behind, left, right hitch
29-36    Backward step right, left hitch, left step, right hitch, right step, left hitch, left step, right hitch
37-40    Grapevine right, left behind, tight, left next to right at home position
41-44    Both heels to the right, home, to the left, home

To count:  1, 2, 3, clap, back, 2, 3, clap, 1, 2, 3, stomp, back, 2, 3, stomp, shuffle, shuffle, shuffle, shuffle, grape-vine-left, hitch, step, hitch, step, hitch, step, hitch, step, hitch, grape-vine-right, home, heels right, home, heels left, home
SLAPPING LEATHER (line dance)
Music suggestions: *Boot Scoot'n Boogie* by Brooks & Dunn *Pretty Woman* by Roy Orbison

1-4 Pigeon toe, twice. (Heels on both feet go out so that toes point at each other.)
5-8 Right heel forward, right heel back, left heel forward, left heel back,
9-12 Repeat 5-8
13-14 Right heel taps twice in front
15-16 Right toe taps behind twice
17 Right heel taps in front twice
18 Right heel points to right side once
19 Right foot kicks behind left leg, bending at a 90 degree angle at the knee, left hand slaps foot
20 Right foot kicks back to be slapped by the right hand as you turn 1/4 turn counter-clockwise
21 Right foot kicks in front of left leg bent at the knee, left hand slaps foot
22 Right foot kicks to right side, right hand slaps foot
23-25 Grapevine right. (Step down with right, left behind, right steps to the right side)
26 Left foot kicks behind right leg bending at a 90 degree angle at the knee, right hand slaps foot
27-29 Grapevine left. (Step down with left right behind, left steps to the left side.)
30 Right foot kicks behind left leg, bending at the knee, left hand slaps the foot
31-33 Step back with the right foot, step back left, step back right
34 Hitch with the left foot (kick up with knee slightly bent.) Some people slap this left foot to the right hand behind
35-38 Left step forward, right scoot behind. Twice.

TO COUNT: pigeon, pigeon, right heel, left heel, right heel, left heel, heel, heel, toe, toe, heel, side, slap, slap-turn, slap, slap, grape-vine-right, slap, grape-vine-left, slap, back, 2, 23, hitch, step, scoot, step, scoot
Unit Name: Tinikling/Rhythmic Bands

Time Allotment: 1 week

Unit Objectives:

All students will:

1. Develop fitness levels throughout the activity of tinikling and jump bands.
2. Develop timing and rhythm while performing the various dance steps.

Equipment:

CD/tape player, Tinikling poles, rhythmic jump bands, wood blocks

Assessment/Evaluation:

Students will be observed and assessed on their knowledge and performance of various dance steps.

Instructional Strategies/Lesson Ideas:
**TINIKLING** (Phillipines)

Music: May be done in waltz time (3/4) or in duple time (4/4), which is easier. Music should be between 106 and 120 BPM. Directions are given for both.

Equipment: Two long poles (about 9 ft.) of bamboo or PVC; two 2x2” blocks of wood 30 inches long. Lead-up: Use parallel ropes or lines placed on the floor before using poles.

**Variation #1: Start straddling poles**

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<td><strong>Poles</strong></td>
<td><strong>Dancer</strong></td>
<td><strong>Poles</strong></td>
</tr>
<tr>
<td>Count 1 IN Strike poles together</td>
<td>OUT Straddle</td>
<td>1 IN</td>
</tr>
<tr>
<td>2 OUT Strike poles apart</td>
<td>IN Feet in</td>
<td>2 IN</td>
</tr>
<tr>
<td>3 OUT Strike poles apart</td>
<td>IN Feet in</td>
<td>3 OUT</td>
</tr>
<tr>
<td>4 OUT</td>
<td>IN</td>
<td></td>
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</table>

**Variations #2: Stand with side next to and outside the poles. (Right side is described)**

<table>
<thead>
<tr>
<th></th>
<th>Waltz Time</th>
<th>4/4 Time</th>
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<tbody>
<tr>
<td><strong>Poles</strong></td>
<td><strong>Dancer</strong></td>
<td><strong>Poles</strong></td>
</tr>
<tr>
<td>1 IN Together</td>
<td>OUT Pause or hop L</td>
<td>1 IN</td>
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<tr>
<td>2 OUT Apart</td>
<td>IN w/R foot</td>
<td>2 IN</td>
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<tr>
<td>3 OUT Apart</td>
<td>IN w/L foot</td>
<td>3 OUT</td>
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<tr>
<td>1 IN Together</td>
<td>OUT w/R foot</td>
<td>4 OUT</td>
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<td>3 OUT Apart</td>
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<td>3 OUT</td>
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<tr>
<td>4 OUT</td>
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TINIKLING
Tinkling is a dance named after the tiling, a long-legged bird seen in the rice paddies (Pangrazi & Dauer, 1992) The dancers show their skill and timing as they dance between the rapidly clapped bamboo poles. The hitting of the sticks carried by the dancers represents a mock fight. This dance is performed at Christmas with dancers going house to house, or to entertain in the town plaza. They receive gifts of money, fruit or Filipino delicacies made especially for Christmas.

Materials needed:
Two bamboo poles about nine feet long resting on two blocks of wood about two inches thick and thirty inches long.

Performing the dance:
Two players sit on the floor holding one pole in each hand, and strike the pole together in this rhythm:
Count 1: Strike poles together in middle.
Count 2: Strike poles apart on the block of wood twice. Maintain a steady rhythm "in-out-out, in-out-out" Players may either slide or slightly lift poles in shifting positions.

Step I: Dancers stand outside of poles so that his right is near pole number 1. In starting the dance, the first count is usually just a pause.

Count 1: Pause, poles are struck in middle
Count 2-3: Leap sideward into middle onto right, left foot (poles are apart)
Count 1: Leap sideward onto right foot, outside pole number 2 (poles are together)
Count 2-3: Leap sideward into middle onto left, right foot (poles are apart.) Continue in this manner. (The step may also be done with dancers standing outside of pole number 2, facing the other way.)

On the 8th measure, dancers can turn in the middle with the 2 steps so as to face the other way for a repeat of the figure. This can be made more difficult by turning each time.
Step II: Dancers move continuously clockwise around and in between the poles in this manner;
Count 1-4: Walk forward outside pole number 1 with a right, left, right, left.
Count 5-6: Leap between poles (right, left) and finish outside pole number 2, still facing clockwise.
Count 1-4: Walk down outside pole number 2 with a right, left, right, left
Count 5-6: Leap between poles (right, left) and finish outside pole number 1. Continue in this manner.

Step III: The two dancers join hands as they face each other.
Count 1: Jump astride both poles as they are struck together in center.
Count 2-3: Jump in middle, landing on both feet twice at the same time, as the poles are struck apart twice.

Continue in this manner for 16 measures of music. Using the above steps, many positions may be taken. Only one person can do the dance, even though two customarily do it. Dancers may hold hands, dance solo, dance back-to-back, or work on opposite sides of the poles. If the dancers are proficient, the dance may be repeated with the record being played at a faster tempo. The Philippine dances have gracious, delicate styling and mannerisms, therefore the steps should be performed delicately. Also, the dance is usually done in bare feet.
RHYTHMIC JUMP BANDS
Jump bands are an aerobic activity, which keep students moving almost continuously throughout the lesson. Whether the student is anchored with the jump bands around his/her ankles, or is a participant jumping in the center of the bands, constant movement is required to keep this cooperative activity progressing smoothly. Because the activity is so rhythmic, these activities are ideal to do to music.
Keep in mind that the outside anchors' jump pattern is always the same: Two jumps with the feet shoulder width apart and two jumps with the feet close together. Verbal cues: "Out, out, in, in, "etc...

BASIC STEP:
Start with the R foot closest to the bands. Hop RL between the bands. Then hop on R 2xs outside the bands. Move between the bands LR and exit to the L by hopping on the L foot 2xs. The pattern is RL RR LR LL.

RHYTHM STICKS:
All activities can be performed using the rhythm sticks for added "beat" awareness. Both the dancers and the enders can hit the sticks together to create an auditory rhythm. Hint: the sticks should be hit in a 4/4 count which is the same as the hopping and jumping pattern.

JUMP IN, JUMP OUT:
Begin in a straddle position with feet outside the bands. On counts 1 & 2, double jump feet together between the bands. On counts 3 & 4, double jump outside the bands. Depending on the student" ability level, they can perform 1/2 turns and 360's!

CENTIPEDE:
Perform the basic step in a line of 4 holding person's shoulders in front of you. Start with one dancer, then add another until 4 are dancing.

HIGH FIVE:
Two dancers face each on the same side of the bands. On counts 1 & 2 (between the bands) dancers slap their thighs. On counts 3 & 4 (outside the bands) dancers high five (clap partners hands 2xs).

FACE OFF:
Dancer begins facing one of the enders at an arm's length distance. On counts 1 & 2, double jump between the open bands while slapping your own thighs. On counts 3 & 4, double jump on the outside of the closed bands while giving ender a "high five".
SIDE BY SIDE:
Dancer begins with the right foot closest to the bands. On counts 1 & 2, double jump between the open bands. On counts 3 & 4, double jump outside the bands, moving sideways to the right. On counts 5 & 6, double jump back to the center (in between the bands) and on counts 7 & 8, jump outside the bands, moving sideways to the left and to the beginning position.

INSIDE, OUTSIDE:
Begin with R foot closest to the bands. Counts 1 & 2 are between the bands. Counts 3 & 4 are outside the bands in a straddle position or on opposite sides. The pattern is: RE (between the bands) RL (outside the bands, wide stance).

HOME BASE:
Place two sets (pairs) of bands in a cross formation. Up to four dancers are positioned. Hint: Designate a leader for the enders and the dance team. This helps in keeping the beat and in deciding what routine is going to be performed. BASIC STEP: This is the same as with one set. Simply establish dancer's home base and begin with R foot closest to the bands.

VISITING THE NEIGHBORS:
Dancers begin to the right of their home. On counts 1 & 2, they hop between the bands, RL, then exit to the R, RL. They then hop between the next set of bands RL and continue to exit to the R, moving in and out of bands until reaching their home base.

JAWS:
When the enders move to a straddle position, a large square is created in the center. Dancers all start in one area in a single-file line. The first dancer steps inside "Jaw's mouth" on counts 1 & 2 and exits by continuing to move forward and to the next open area. Continue in this fashion until all four areas have been used.
TEAM ACTIVITIES

SAMPLE LESSONS EXPLAINED FOR:
Lacrosse
Omniken

OTHERS TO BE TAUGHT:
Basketball
Flag Football
Flickerball
Floor Hockey
Footbag Games
Kickball
Soccer
Softball
Team Challenges
Volleyball
Unit Name: Lacrosse

Time Allotment: 1-2

Unit Objectives:
All students will:
1. Develop knowledge and understanding of rules and terminology associated with lacrosse.
2. Develop basic skills essential to the participation and enjoyment of activities associated with lacrosse and incorporate those skills into a game situation.
3. Develop knowledge and attitudes conducive to save participation in lacrosse drills, lead-up activities, and game situations.

Equipment:
lacrosse sticks "crosses", lacrosse balls, goals, cones, scrimmage vests

Assessment/Evaluation:
Students will be observed and evaluated in the areas of crosse usage, field positioning, game strategies, team contributions, and overall participation. Teachers may opt to give a written test to evaluate understanding of rules, terminology, equipment and safety standards.
Instructional Strategies/ Lesson Ideas:
In basic terms, lacrosse is a game played with two opposing teams of 10-12 players each. Like many other team sports, the object of the game is to move the ball around the field (or court) to score a point by getting the ball into the opponent's goal. Each player possesses one lacrosse stick that has a net pocket on one end. The ball is scooped, cradled, thrown, and caught with this lacrosse stick. A player's hands cannot be used to move or stop the ball, but there are no restrictions on using the feet. One ball is used per game. Play in lacrosse differs from many other team sports in that play is allowed from behind the goal.

Terminology:
Attack: Those players who are charged with the offensive plays (three attack players and three midfielders)

Backing up: Team play for strengthening a defense and for promoting support to the teammate encountering the ball carrier.

Backing up the shot: Playing in position so that if your teammate does not get control of the initial pass, you will get it. Ball: A call by a teammate meaning he will get the ball, and for you to body-check the man from whom he is taking it.

Body checking: The use of any legal body block upon an opponent who may be (1) in possession of the ball, (2) a potential receiver, or (3) within 15 feet of the ball.

Break: A call by the goalie to signify he has made a stop and wants defense to break out for a clearing play.

Brush-off: An offensive maneuver to get into the open by running your opponent into one of your teammates (also call a "pick").

Check: Calls by the goalie to signify you are to check your opponent's stick in the area near the crease.

Checking: Hitting an opponent's stick to dislodge the ball or to prevent his passing or receiving the ball.

Crease man: The attack player that plays in front of the goal crease.

Cross-checking: The illegal use of that part of the stick between the butt and the throat in stopping an opponent with or without the ball.

Cutting: The action whereby, in a burst of speed or change of direction, one eludes an opponent in order to receive a pass from a teammate.
**Face-off**: The ball put into play at the middle of the field at the start of the game, at the start of each quarter, and after each score.

**Holding down**: The holding of an opponent's crosse by one's own crosse, in the air or on the ground. Unlike legal cross-checking, it is a foul.

**Midfielders**: The three players who play both attack and defense.

**Penalty box**: The area where players put both attack and defense.

**Riding**: An action whereby a team, after attempting a shot or losing the ball, tries to prevent the defense from clearing the ball to their attacking unit.

**Right back or left back**: A call by the goalie to tell the position of the ball when it is behind the goal.

**Scooping the ball**: The skill necessary to get the ball off the ground into one's crosse.

**Screen**: When the crease man places himself between the goalie and the man with the ball, or when the attack player places himself in a position whereby a shot at the goal cannot be seen by the goalie.

**Slashing**: Illegal use of the crosse upon an opponent's hand or arm.

**Throw**: Throwing the ball in play between two opposing players when they were at equal distance from the ball as it went out —of bounds.
Rules:

A lacrosse team consists of 10-12 players.

Play begins with a face-off; the center midfielders of the two teams place their sticks on the ground with the ball lying between the nets of their sticks. When the whistle sounds, each attempts to move the ball in any legal manner.

A ball going out-of-bounds is given to the team that did not cause it to go out, and the ball is put in play by running it onto the playing field or passing it. Opponents must stand 10 yards from the player putting the ball into play.

A ball going out-of-bounds on a shot is given to the nearest player (of either team) at the point where it left the playing field. It is a foul to trip, hold, or body-check an opponent from the rear, or strike his body with your crosse.

A ball that is on the ground or in the air is a "free ball" and an opponent's body or stick may be checked legally in an attempt to get the ball, providing the opponent is within 15 feet of the ball.

Penalty for a technical foul is either suspension from the game for 30 seconds if your team does not have the ball, or loss of the ball to your opponent if your team had possession at the time of the foul. Technical fouls include: (1) a player within 10 yards of the ball when the opponents have the ball out-of-bounds; (2) off-sides – not enough players on the one end of the field; (3) cross-checking; (4) striking the body with a stick; (5) striking an opponent on the head with a stick.

A penalty for a personal foul is expulsion from the game from 1 to 3 minutes, and the ball is then given to the team fouled. Personal fouls include: (1) illegal body check; (2) tripping; (3) cross-checking; (4) striking the body with a stick; (5) striking an opponent on the head with a stick.

An expulsion foul is deliberate, intentional striking with the crosse or hand, or any malicious attempt to injure an opponent, coach, or official. The penalty is expulsion for the remainder of the game.
**Individual Skills:**

**Holding the Crosse:** The crosse should be held parallel to the ground, with the right hand near the throat of the crosse, palm up, and the left hand at the butt of the crosse, palm down. The thumb of the right hand should not be completely wrapped around the handle of the crosse, nor should either hand have a strong grip on the crosse.

**Cradling:** It is necessary to keep the ball in the pocket of the crosse. To accomplish this, the player executes a rocking motion using both the wrists and upper arms. The left hand remains close to the body in a fairly rigid position, while permitting the butt of the crosse to revolve in its loose grip. The right hand is held near the throat of the crosse and does all the cradling action with rotation of the wrist and forearm.

**Overhand Throw:** Throwing a lacrosse ball from the crosse involves almost the same body and arm movements as those used in throwing a baseball. The throw is made mostly with the right hand, while the left hand guides the crosse and adds a little power and speed. The complete throwing process involves these actions: Stand sideways, with the left foot forward and the feet pointing in the direction of the flight of the ball; hold the crosse up so that the right hand is about shoulder level, pull with the left arm, push with the right arm, and step with the left foot; have an exaggerated follow-through so that the left hand finishes in contact with the right armpit.

**Catching:** A player must be prepared to catch the ball regardless of where it has been thrown, provided it is within reach of his crosse. A player should always be in motion when catching, "meeting the ball". In catching a ball thrown above the shoulders, the crosse is extended forward, with the full face of the crosse in the path of the ball. As the ball hits the net, the player should give slightly with his right arm and hand, followed by a sharp inward rotation of his right wrist.

In catching a ball thrown between the shoulders and above the knees, the face of the crosse is extended directly in the path of the ball, but this time the rotation of the handle is upward as the ball hits the net. If the ball is below the knees, the rotation of the handle is outward and upward. A ball that is coming directly at the head is caught by putting the face of the crosse in the path of the ball.

**Scooping:** As the player approaches the ball on the ground, he bends his knees and his body at the waist; he is holding the crosse with both hands (the hand near the throat in a loose grip and the other hand at the butt). The crosse is held to one side of the body nearly parallel to the ground and should slide along the ground in a shovel motion.

**Dodging:** Dodging is used to create an "extra man" on the field. It is brought about by having an offensive player get by his guarding opponent. The offensive man dodges his opponent, and then makes a fast break down the field as an odd man, so that his team now has the advantage.
Offensive fundamentals for team play
When you have the ball, do not stand still — keep moving at all times. If necessary, run forward and backwards — but keep moving. When you are ready to make a pass, take one or two steps back quickly and throw.
All feed passes should be thrown directly overhand or underhand, and should be hard and accurate.
Move to meet every pass and circle away from the defense man.
It is beneficial to constantly fake passes to keep your defense person's stick moving.
Don't make a pass to a covered teammate just to get rid of the ball.
If your teammate is being ridden hard, the nearest player on either side goes to help.
Teammates should not position themselves too close together so that one defensive person can cover two attack players. Keep one or more players behind the goal for back up.
To score a goal, aim for the far corner and shoot hard. When within 5 yards of the goal, the shot should be for a top corner.

Defensive fundamentals for team play
The purposes of the defensive players are (1) to clear the ball to the attack; (2) to prevent shooting or scoring; (3) to block and intercept passes; (4) to gain possession of the ball. Defensive formations can be man-to-man, zone, or a combination of both. The recommended formation for beginning players is a zone.
Once your attack opponent has the ball, worry him/her by flicking (making short, jabbing motions with your stick). Don't give them a chance to look over the field. Make them worry about you.
Never carry the crosse at your side; keep it up.
When the person you are guarding does not have the ball, play slightly to the ball side of him/her so that you gain a step as he/she cuts toward the ball. If he/she cuts away from the ball, the pass must go over your head, which leaves you in good position to intercept.
On loose balls scoop them quickly. If there is a crowd, go through and wither kick it out or scoop it.
Don't pass a ball across the face of the goal.
If you switch the person you are guarding, stay with that person until your team gets the ball or you have a good chance to switch back.
On clears, make all passes sharp, away from the rider and, to the nearest open player.
Play of the goalie

The goalie is definitely the backbone of a team's defense and, as such he/she must exercise positive leadership in directing and controlling teammates. The goalie as three duties; (1) to stop the ball; (2) to direct the defense at all times; (3) to be the backbone of all clears.

The goalie's body position is with the feet set shoulder width apart, the knees bent, the body bent forward slightly at the waist, with weight slightly forward. The eyes should be on the ball and crosse at all times, as the position of a player’s crosse when the ball is shot will often tell the goalie where the ball is going.

The goalie operates on an imaginary arc about three feet in front of the goal; he/she moves on this arc with short glide steps, keeping self always directly between the ball and the center of the goal. When the ball is behind the goal, the goalie remains on the same front arc favoring the ball side. As the ball is passed from behind the goal to a cutter out in front, the goalie must turn so that he/she moves again into line between the ball and the center of the goal. The goalie never turns his/her back on the ball.

On a shot, the goalie steps into the ball with the foot nearest the ball and places his/her body directly behind the ball, with the entire head of the crosse facing the flight of the ball. The crosse is brought into position with a sweeping motion as the body moves to the ball. The goalie should move the crosse and the body as one unit.
Drills
1. Throwing. Students work in partners. One student throws the lacrosse ball with his/her stick to another student who simply catches it with two hands.
2. Catching. One student throws the lacrosse ball (like a baseball throw) to a partner who attempts to catch it in a crosse pocket.
3. Scooping. One partner rolls the lacrosse ball on the ground while the partner attempts to scoop it up.
4. Passing. Partners face one another about 20 yards apart and work on passing and catching skills.
5. Shooting. A line of students face the goal; the feeder passes the ball to the first person in line who attempts to cut toward the goal and score. Line can be moved to come in at various angles.
6. The student with the ball plays "keep away" from his partner.
7. Defense. Students can be placed in-groups of four (two sets of partners). Three players form a circle with a 20-yard radius. Three players are offensive and try to maintain possession of the ball, while the fourth student is defensive and tries to get the ball.

Safety
1. Proper equipment should be worn at all times.
   a. The crosse should not be cracked or otherwise in poor condition.
   b. The crosse should be held at the side of the body in scooping up the ball, to avoid the butt of the crosse injuring the groin area.
   c. Proper warm-up should be taken before any scrimmage or body contact.
   d. Players who wear glasses should employ the proper kind of facemasks.
   e. Practice pivoting to avoid ankle and knee injuries.
   f. Talk to your teammates. Be their extra pair of eyes. If they are being pursued from behind, tell them so.
Unit Name: Omniken

Time Allotment: 3 - 5 days

Unit Objectives:
All students will:
1. Develop knowledge and understanding of the guidelines and terminology of Omniken activities.
2. Develop basic skills essential to the participation and enjoyment of Omniken activities.
3. Show respect, cooperation, and a positive attitude of fair play in activities in relationship to self and others.

Equipment:
Omniken ball, hockey sticks, hula hoop

Assessment/Evaluation:
Students will be observed and evaluated on their level of participation for each activity. Outstanding participation will include sportsmanship, positive interaction with teammates and other teams, and promoting team spirit.

Instructional Strategies/Lesson Ideas:
All activities are designed to promote cooperation, positive team building, team spirit, sportsmanship and peer interaction.

Suggested activities:
- Toy ball
- Tag circle
- Planet chase
- Corridor
- Synchronized passes
- Stick race
- Sumo wrestling
- Pyramid
- The rolling chain
- Hands free

For specific rules, refer to the following page
OMNIKEN Cooperative Games

**Tag Ball**
**Objective:** The object of the game is for the "tag" to touch another duo with the ball so that they become the "tag".

**Rules:** If a team is separated (Ex. They let go of each other) they become the "tag". If the team gets touched 3 times they get a penalty (Ex. 2 laps of jogging). The teacher should help the tag touch other teams. The ball should always stay on the floor and the tag must roll the ball. Use an open area with no obstacles. Note: You can also play any other kind of tag already known.

**Tag Circle**
**Objective:** 1 to 3 participants in the middle of a circle. Those forming the circle must try to touch these participants with the ball.

**Rules:** The ball has to stay on the floor. The persons making the circle can either push the ball or hit it with both hands (one hand cupped in the other hand). They can cooperate and make passes to their partners. Whenever you touch someone in the middle of the circle, you switch places with that person. Always hit the ball with two hands to prevent injuries (hitting with only one arm may cause an injury).

**Planet Chase**
**Objective:** Make an outside circle and a smaller one inside. The 2 circles face each other and are separated by the width of a ball. The participants push the ball sideways in-between the circles and play.

**By time:** How many laps will the ball make in one minute? You can compare the number of laps the ball made in each direction. You could have a competition between 2 double circles. **By escaping:** 2 people in the circle path will run away from the ball. You can change the direction of the ball to more quickly catch them. When touched, 2 other participants go in the middle. The participants in the circle path start running opposite the ball.
By hunting: 2 people in the circle path will try to touch the ball. The direction of the ball can be changed so that they do not touch it. The 2 participants have to go in the same direction. When they get to the ball, 2 other people go in the middle of the circle. If they do not, the teacher will make the changes. The participants in the circle path start running opposite the ball.

**It is important that the students imagine that their feet are stuck in cement so that they cannot move.**

**Sumo Wrestling**

Objective: 1x1, 2x2, 3x3

The 2 participants push on the ball until one of them gets it out of a circle. Also, if the ball gets out of the circle, the last person that touched it gets a penalty.

**Corridor**

Objective: You make 2 lines facing each other which are separated by the width of the ball. This game is based on handling of the ball. The players must carry the ball from one end of the corridor to the other in different ways.

**Standing up:** face to face, back to back, side to side, ball touching the floor, ball in the air.  
**Sitting down:** face to face, back to back, side to side, ball touching the floor, ball in the air.  
**Lying down:** head to head, feet to feet, side to side, ball touching the floor, ball in the air.  

For the sitting and the lying down positions you should have 2 people standing on each side of the corridor to catch the ball in case it should get outside of the corridor.