

# Campbell County School District #1 Gillette, Wyoming

## Health/PE - Kindergarten

The CCSD elementary physical education program addresses health-related fitness, movement concepts and skills, and personal and social behavior at developmentally appropriate levels according to state and district standards for K-6.

Fitness - is assessed, monitored, and practiced for improvement using various test protocols from the Presidents Fitness Challenge.

Movement - skills and concepts are taught in variety from gross- and fine-motor skills to locomotor and non-locomotor skills. These concepts and skills may be instructed through individual, small group, or team settings.

Personal and Social Behavior - safety, rules, sportsmanship, cooperation, and respect for individual differences are behaviors that will be learned and practiced by the student through continuous progression.

Sixty minutes of daily physical activity is the national recommendation for school-age children.

Text: Dynamic Physical Education for Elementary School Children - Dauer, Pangrazi

### **HP-KI-01 FAMILY AND PERSONAL HEALTH (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.2 Family Life and Sexuality

HE4.5.1 Verbal/Nonverbal Communication Strategies

HE4.5.2 Healthy Ways to Express Needs, Wants, Feelings

Students will recognize the importance of maintaining good personal health habits. They will be aware of their role as a member of a family. The students will know appropriate and effective strategies in dealing with individual issues and with peers as they mature through childhood and early adolescence.

#### **HP-KI-01-01 - Social Skills (Objective)**

C-NR - Critical-District Reporting Not Required

Students will identify appropriate interactions with peers and adults including the importance of manners.

#### **HP-KI-01-02 - Personal Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the differences between touches (good/bad/confusing) and the importance of saying no, getting away, and telling. Students will also understand the concept of stranger safety.

#### **HP-KI-01-03 - Bully/Harassment Prevention (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be introduced to bullying/harassment behaviors and will understand how to protect themselves from these behaviors.

## **HP-KI-02 TOBACCO, ALCOHOL, & OTHER DRUG USE (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.1 Alcohol/Other Drug Use, Misuse, Abuse, Addiction

HE4.1.4 Tobacco Use and Addiction

HE4.6.1 Personal Goal-Setting Strategies to Enhance Health

HE4.6.2 Decision-Making Strategies to Enhance Health

Students will have an increased knowledge and understanding of substance abuse issues. Positive decision making will lead to decreased student risk behaviors in the areas of tobacco, alcohol, and other drugs. Classroom instruction will be provided by District Resource Officers from the Gillette Police Department and the Campbell County Sheriff's Office.

Lesson Schedule: Two visits per year

Resources: SRO, DARE Curriculum, multimedia presentations  
Safe and Drug-Free Schools Coordinator

### **HP-KI-02-01 - Good Drugs, Bad Drugs (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be familiar with the concept of good drugs and bad drugs, and they will know that bad drugs will do harm to their bodies including poisoning.

### **HP-KI-02-02 - My Friend the Law Enforcement Officer (Objective)**

C-NR - Critical-District Reporting Not Required

Students will learn the concept of law enforcement as community helpers.

## **HP-KI-03 PREVENTION & CONTROL OF DISEASE (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.6 Prevention and Control of Disease

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

Students will know how disease is spread, and they will know appropriate ways to avoid contracting diseases.

### **HP-KI-03-01 - Communicable Diseases (Objective)**

C-NR - Critical-District Reporting Not Required

Students will recognize that disease is spread in many ways--sharing combs (lice); sneezing, coughing, sharing toothbrushes (colds); needles, blood (AIDS), The students should also recognize that some diseases can be prevented by washing hands with soap and water. The students will recognize that AIDS is a disease that is hard to get.

Resources--Media:

KIDS' GUIDE TO PERSONAL HYGIENE P KT-115-88

HEALTHYWAY IN WONDERLAND P-I KT-17-75

YOUR PROTECTION AGAINST DISEASE P VC-154-87

SCRUBBY BEAR VC-133-92

HOW TO CATCH A COLD VC-115-90

CHILDREN WANT TO KNOW ABOUT AIDS by Kristina Mowrey

CURIOUS GEORGE GOES TO THE HOSPITAL by H.A.Rey (activities included)

COME SIT BY ME (book)

CLEAN CLUB VC-45-90

THUMBS UP FOR KIDS: AIDS Ed./COME SIT BY ME VD-11-95

CCSD's "Supplementary AIDS Education Resource Guide"

Worksheet "Washing Hands" KA  
Field Trips: Hospital  
Support People: Nurse

### **HP-KI-04 INJURY PREVENTION AND SAFETY (Content Std.)**

State Standards and Benchmarks Correlations:

HE4.1.3 Injury Prevention and Safety

HE4.2.1 Locate/Use Valid Information Sources/Products/Services

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

Students will know safety procedures relevant to their daily activities. They will know appropriate responses and treatments for minor injuries and accidents. Students will know how to respond safely and without panic in a potential disaster.

#### **HP-KI-04-01 - Traffic Signs and Safety Rules (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be able to follow directions from traffic signs and signals (stop sign, red, yellow, and green lights). Students will know safety rules for walking, bicycling, and riding in vehicles (using seatbelts).

Resources--Media:

I'M NO FOOL - PEDESTRIANS P-I VC-10-87

Field Trips: Police Station

Support people: Police Officer

Transportation Dept.

#### **HP-KI-04-02 - Disasters/Fire (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper procedures after hearing an alarm for a fire, tornado, or intruder.

Resources--Media:

PROJECT BURN PREVENTION P-I KT-1063-83

Field Trips: Fire station

Support people:

- Firefighters
- Forest Service
- Principal
- Red Cross
- Campbell County Emergency Service Coordinator

#### **HP-KI-04-03 - Seeking Adult Help (Objective)**

C-NR - Critical-District Reporting Not Required

Students will learn whom to contact when help is needed and how to make an emergency phone call (911).

Resources--Media:

Field Trips: Police station

Support people:

- Social worker
- Principal
- D-PASS
- Law enforcement
- Counselor
- EMT
- Telephone Company

### **HP-KI-05 NUTRITION (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.5 Nutrition

Students will know basic nutritional guidelines which will lead to a healthy body. They will also have an understanding of the physical changes that occur in their bodies as they mature.

**HP-KI-05-01 - Nutrition (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be able to identify the purpose of foods and classify foods as to whether they come from a plant or an animal.

Support people: Hospital dietician  
Satellite hostess (building)

**HP-KI-06 MOVEMENT SKILLS (Content Standard)**

State Standard and Benchmark Correlation:

PE4.1.1 Locomotor Skills

PE4.1.2 Object Control Skills

PE4.1.3 Body Control Skills

Students will develop and maintain gross and fine motor movement skills.

**ASSESSMENT STANDARD:** Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration, or other acceptable activity.

**HP-KI-06-01 - Locomotor Movements (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be introduced to and perform the following locomotor movements to improve balance, coordination, and body awareness:

- a) Walk: Walk in various directions, levels, moods, speeds with proper posture.
- b) Run: Run in various speeds, levels, directions, moods with proper posture.
- c) Skip: Step-hop with alternate feet. May begin by having the student hold a large ball at waist height; the student steps with one foot and raises the other knee to touch the ball. Repeats with the opposite knee.
- d) Hop: Begin with hopping on one foot in place. Vary by changing feet, directions, etc.
- e) Gallop: Step-slide slowly at first, keeping the same foot forward; again, may vary speed.
- f) Jump: Take off on both feet, and land on both feet using arms to help in the take-off.

Resource materials: Dauer & Pangrazi

Method of evaluation: Teacher observation

**HP-KI-06-02 - Various Non-locomotor Movements (Objective)**

C-NR - Critical-District Reporting Not Required

Students will introduced to and perform various non-locomotor movements on command:

- a) Bending: Movement at a joint; bend as many joints as many ways as possible by varying the number of joints, speeds, direction, etc.
- b) Turning: Movement of entire body in various directions.
- c) Twisting: Movement of individual body parts in various ways and directions
- d) Stretching: A movement that makes body parts as wide or long as possible. Should be done without jerking; stretch various body parts in different directions or positions, alone and with partners.
- e) Pushing: Controlled force against an object that moves the object or the body; push imaginary, stationary, moveable, light, heavy, etc., object in several ways using various body parts.
- f) Pulling: Controlled force that brings an object closer; may pull imaginary, stationary, or

moving objects that are light, heavy, etc.  
g) Rocking, Swinging.

Resource material: Dauer & Pangrazi

Method of evaluation: Teacher observation

### **HP-KI-07 PERSONAL AND SOCIAL BEHAVIOR (Content Standard)**

State Standard and Benchmark Correlation:

PE4.3.2 Sportsmanship, Cooperation, Teamwork in Activities

PE4.3.3 Understand Individual Differences and Similarities

PE4.3.4 Respect Individual Differences/Similarities

Students will recognize the importance of social development, interaction, and individual performance throughout a lifetime of physical activity.

**ASSESSMENT STANDARD:** The student will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration, or other acceptable activity.

#### **HP-KI-07-01 - Game Activities (Objective)**

C-NR - Critical-District Reporting Not Required

Students will actively participate in simple games:

Suggested Activities:

- a) Simon Says
- b) Follow the Leader--start with teacher as leader
- c) Freeze Tag--boys touch girls to freeze them, and girls unfreeze girls; then switch--girls freeze boys, and boys unfreeze boys.
- d) Dodge Ball--give each student a yarn ball; when a person gets hit, he sits down.
- e) Flag Tag--flag football flags for each student, or a 2" x 16" rag tucked in waist or collar of each student. Object is to get as many flags as possible without losing your own. Players are not out when they lose their flags.
- f) Clean up the Backyard--divide the class into two teams; divide play area in half with cones, ropes, a line, etc., and use Nerf or yarn balls. Players do not want any balls in their own area, so they try to roll, throw, kick, hit all balls to the other side.

Resource materials: Dauer & Pangrazi  
P.E. Teachers

Method of evaluation: Teacher observation

last update 8/7/2009

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## **Gillette, Wyoming**

### **Health PE - Grade 1**

The CCSD elementary physical education program addresses health-related fitness, movement concepts and skills, and personal and social behavior at developmentally appropriate levels according to state and district standards for K-6.

Fitness - is assessed, monitored, and practiced for improvement using various test protocols from the Presidents Fitness Challenge.

Movement - skills and concepts are taught in variety from gross- and fine-motor skills to locomotor and non-locomotor skills. These concepts and skills may be instructed through individual, small group, or team settings.

Personal and Social Behavior - safety, rules, sportsmanship, cooperation, and respect for individual differences are behaviors that will be learned and practiced by the student through continuous progression.

Sixty minutes of daily physical activity is the national recommendation for school-age children.

Text: Dynamic Physical Education for Elementary School Children - Dauer, Pangrazi

#### **HP-01-01 - FAMILY LIFE AND SEXUALITY (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.2 Family Life and Sexuality

HE4.5.1 Verbal/Nonverbal Communication Strategies

HE4.5.2 Healthy Ways to Express Needs, Wants, Feelings

Students will recognize the importance of maintaining good personal health habits. They will be aware of their role as a member of a family. The students will know appropriate and effective strategies in dealing with individual issues and with peers as they mature through childhood and early adolescence.

##### **HP-01-01-01 - Dental Care: Toothbrushing/Dental Safety (Objective)**

C - Critical-District Reporting Required

Students will know how to properly brush their teeth and why.

Resources:

District Media

Field Trip: Dentist's office

Support People: School nurse

Dental hygienist

##### **HP-01-01-02 - Personal Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the concept of privacy in regard to their own bodies (good/bad/confusing touches) and appropriate responses to threats (say no, get away, tell). Students will understand the concept of stranger safety.

##### **HP-01-01-03 - Social Skills (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate and practice appropriate manners.



**HP-01-04-01 - Treatment of Minor Injuries (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate how to treat a scratch, minor burns, blisters, or small cuts by using soap and water before applying a dressing.

Resources--Media:

FIRST AID FOR CHILDREN P-I F-7-85

Support people: •EMT (hospital)

**HP-01-04-02 - Auto Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand how to ride safely in vehicles (seat belts, backs of pickups, motorcycles).

Resources--Media:

DAN HORN AND THE SAFETY SQUAD P-I KT-1364-84

BELTMAN P KT-1365-84

MICKEY MOUSE--SAFETY BELT EXPERT VC-114-90

Support people: •Highway Patrol • EMT •Nurse

**HP-01-04-03 - Disasters: Flood, Tornado, Fire, Intruders (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper procedures to follow during a disaster (flood, tornado, blizzard, bomb threat, fire, intruder).

Resources--Support people:

- Fire Department
- Forest Service
- Principal
- Red Cross
- Campbell County Emergency Services Coordinator

**HP-01-05 NUTRITION (Content Standard)**

State Standard and Benchmark Correlation:

HE4.1.5 Nutrition

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risk

HE4.6.2 Decision-Making Strategies to Enhance Health

Students will know basic nutritional guidelines which will lead to a healthy body. They will also have an understanding of the physical changes that occur in their bodies as they mature.

**HP-01-05-01 - Nutrition and Healthy Snacks (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand how to select nutritious snacks.

**HP-01-06 MOVEMENT (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

PE4.1.1 Locomotor Skills

PE4.1.2 Object Control Skills

PE4.1.3 Body Control Skills

PE4.1.4 Movement Concepts: Effort, Space, Relationships

Students will develop and maintain gross and fine motor movement skills.

ASSESSMENT STANDARD: Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative



assessment. The alternative assessments may include a demonstration or other acceptable activity.

**HP-01-06-01 - Perform Non-Locomotor Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will perform the non-locomotor skills listed below:

- bending      •twisting      •turning      •swinging
- rocking      •stretching      •pulling      •pushing

Resources: Dauer & Pangrazi

Method of evaluation: Teacher observation

**HP-01-06-02 - Perform Locomotor Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will perform the locomotor skills listed below:

- walk      •gallop      •run      •leap
- skip      •jump      •hop      •slide

Resources: Dauer & Pangrazi

Method of evaluation: Teacher observation

**HP-01-07 FITNESS AND ACTIVITIES (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

PE4.2.1 Fitness & Principles Governing Fitness

PE4.2.2 Health Benefits of Being Physically Active

PE4.2.3 Activities for Strength, Endurance, Flexibility

Students will develop various physical skills, participate safely, and know how to avoid activity- related injuries.

ASSESSMENT STANDARD: Students will demonstrate an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessment may include a demonstration or other acceptable activity.

**HP-01-07-01 - Physical Fitness (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will take part in physical fitness activities. Suggested activities:

- Pull-up                      •Shuttle run
- Flex arm hang              •50-yard dash
- 600-yd. run                •Sit-ups
- Standing long jump      •3-minute run
- Sit and reach              •400-meter run

Resources: Dauer & Pangrazi

Method of evaluation: •Teacher observation

•Refer to President's norms, AAPHERD norms

**HP-01-07-02 - Safety Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will understand and be able to demonstrate the proper safety procedures at all times and in all activities.

Method of evaluation: Teacher observation

**HP-01-08 PERSONAL & SOCIAL BEHAVIOR (Content Standard)**

## C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

- PE4.3.1 Safety, Rules, Procedures, Etiquette in Activities
- PE4.3.2 Sportsmanship, Cooperation, Teamwork in Activities
- PE4.3.3 Understand Individual Differences and Similarities
- PE4.3.4 Respect Individual Differences/Similarities
- PE4.3.5 Fun, Challenge, Self-Expression, Social Interaction

Students will recognize the importance of social development, interaction, and individual performance throughout a lifetime of physical activity. Safety will be emphasized in all activities.

**ASSESSMENT STANDARD:** The students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration or other acceptable activity.

### **HP-01-08-01 - Game and Sports Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

**GAME ACTIVITIES:** Students will participate in games that provide vigorous large-muscle activity and which are pertinent to his/her grade level, such as:

- tag games
- small group
- individual games
- relay games
- large group
- cooperation games
- table games
- .team games
- manipulative games

Specific games per grade levels are so numerous that a listing will not be included. The recommended resource books are excellent, as well as your own resources. Games may be used in limitless ways--have fun.

**ORGANIZED SPORTS ACTIVITIES:** Four or more of the following sports and their respective specific skills will be taught during the school year:

**SOCCER:** •kicks •dribbling •basic rules •fielding

•traps •positioning •goal keeping

**SOFTBALL:** •throwing •batting •basic rules

•catching •fielding

**FOOTBALL:** •pass •catch

•punt •placekick a ball

**TRACK & FIELD:** •standing long jump •ball throw using bean bags, Nerf balls, etc.

•high jump •shuttle relay exchanging baton, big ball, hula hoop, innertube, etc.

**VOLLEYBALL:** •serve •volley

•forearm pass •basic rules

**BASKETBALL:** •dribbling •shooting •pivoting

•passes •basic rules

Resources: Dauer & Pangrazi

Method of evaluation: Teacher observation

### **HP-01-08-02 - Cooperative Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will:

A. Cooperative Activities: participate in games and activities that encourage working cooperatively with the class:

- Magic Bridges
- Cat & Rat

- Wizards & Gelflings      •Balloon Bop
- B. Cooperative Partner Activities: participate in partner activities that encourage working cooperatively with different parts such as tag games where students can influence people who have been tagged and get them back into the game:
- Balancing Act      •Partner Tag      •Stuck in the Mud
- Method of Evaluation: Teacher Observation

last update 8/7/2009  
pc

## Health PE - Grade 2

The CCSD elementary physical education program addresses health-related fitness, movement concepts and skills, and personal and social behavior at developmentally appropriate levels according to state and district standards for K-6.

Fitness - is assessed, monitored, and practiced for improvement using various test protocols from the Presidents Fitness Challenge.

Movement - skills and concepts are taught in variety from gross- and fine-motor skills to locomotor and non-locomotor skills. These concepts and skills may be instructed through individual, small group, or team settings.

Personal and Social Behavior - safety, rules, sportsmanship, cooperation, and respect for individual differences are behaviors that will be learned and practiced by the student through continuous progression.

Sixty minutes of daily physical activity is the national recommendation for school-age children.

Text: Dynamic Physical Education for Elementary School Children - Dauer, Pangrazi

### **HP-02-01 FAMILY LIFE AND SEXUALITY (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.2 Family Life and Sexuality

HE4.2.1 Locate/Use Valid Info Sources/Products/Services

HE4.5.1 Verbal/Nonverbal Communication Strategies

HE4.5.2 Healthy Ways to Express Needs, Wants, Feelings

Students will recognize the importance of maintaining good personal health habits. They will be aware of their role as a member of a family. The students will know appropriate and effective strategies in dealing with individual issues and with peers as they mature through childhood and early adolescence.

#### **HP-02-01-01 - Cleanliness: Self-Care (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the value of keeping their bodies clean (feet, armpits, fanny).

#### Resources:

KIDS' GUIDE TO PERSONAL HYGIENE P KT-115-88

Field trips:

- Hospital
- Ambulance
- Public Health
- School nurse
- Surgical Department personnel

Support People:

- Public Health nurse
- Nurse
- Custodial/food service
- EMT's

#### **HP-02-01-02 - Social Skills (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the broad spectrum of emotions and will identify appropriate and inappropriate emotional responses.

**HP-02-01-03 - Personal Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the concept of privacy in regard to their own bodies (good/bad/confusing touch) and appropriate responses to threats (say no, get away, tell).

Students will also understand the concept of stranger safety.

**HP-02-01-04 - Bullying/Harassment Prevention (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand bullying/harassment behaviors (including gender harassment), rules regarding behaviors, and appropriate responses to protect themselves and prevent further bullying or harassment.

**HP-02-02 TOBACCO, ALCOHOL, AND OTHER DRUG USE (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.1 Alcohol/Other Drug Use, Misuse, Abuse, Addiction

HE4.1.4 Tobacco Use and Addiction

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.6.2 Decision-Making Strategies to Enhance Health

Students will have an increased knowledge and understanding of substance abuse issues. Positive decision making will lead to decreased student risk behaviors in the areas of tobacco, alcohol, and other drugs. Classroom instruction will be provided by District Resource Officers from the Gillette Police Department and the Campbell County Sheriff's Office.

Lesson Schedule: Two visits per year

Resources: SRO, DARE Curriculum, multimedia presentations  
Safe and Drug-Free Schools Coordinator

**HP-02-02-01 - Physical Effects of Tobacco, Alcohol, Marijuana (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about the physical effects of drugs, including poisons, on their bodies. Students will understand that tobacco and alcohol are illegal drugs for them.

**HP-02-02-02 - Drug Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about what is safe for them to taste, touch and smell.

**HP-02-03 PREVENTION AND DISEASE CONTROL (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.3 Injury Prevention and Safety

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.7.1 Advocating for Personal, Family, Community Health

Students will know how disease is spread, and they will know appropriate ways to avoid contracting diseases

**HP-02-03-01 - Communicable Diseases (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand how diseases are spread and will know appropriate ways to avoid contracting diseases.

## **HP-02-04 INJURY PREVENTION AND SAFETY (Content Std.)**

State Standards and Benchmarks Correlations:

HE4.1.3 Injury Prevention and Safety

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.7.1 Advocating for Personal, Family, Community Health

Students will know safety procedures relevant to their daily activities. They will know appropriate responses and treatments for minor injuries and accidents.

### **HP-02-04-01 - Helmet Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper helmet safety procedures (bikes, rollerblades, skateboards).

### **HP-02-04-02 - Disasters (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate the proper procedures to follow during a disaster (flood, tornado, blizzard, bomb threat, intruder alert). Students will understand the dangers of heat and flame and will demonstrate stop, drop, and roll procedures.

Resources:

PROJECT BURN PREVENTION P-I KT-1063-83

Support People:

- Fire Department (may have media materials available)
- Campbell County Emergency Services Coordinator
- Forest Service
- Red Cross

## **HP-02-05 NUTRITION (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.5 Nutrition

HE4.4.1 Effect of Media, Technology, Culture on Behavior

HE4.6.2 Decision-Making Strategies to Enhance Health

Students will know basic nutritional guidelines which will lead to a healthy body. They will also have an understanding of the physical changes that occur in their bodies as they mature.

### **HP-02-05-01 - Nutrition: The Food Pyramid (Objective)**

C - Critical-District Reporting Required

Students will choose from the Food Guide Pyramid a variety of foods in balance.

Students will understand the importance of moderation.

Resources:

• Food Pyramid

• Café material

• FOOD GIVES ME ENERGY P KT-106-87

Field Trips: • CCSD food service • Restaurant • Public Health Nurse

• Grocery store • Ranch or farm

Support People: • Western Dairy Council

• National Dairy Council

## **HP-02-06 MOVEMENT (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

PE4.1.1 Locomotor Skills

PE4.1.2 Object Control Skills

PE4.1.3 Body Control Skills

PE4.1.4 Movement Concepts: Effort, Space, Relationships

Students will develop and maintain gross and fine motor movement skills.

**ASSESSMENT STANDARD:** Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration or other acceptable activity.

### **HP-02-06-01 - Perform Non-Locomotor Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate an ability to perform the following non-locomotor skills and their movement concepts:

- bending
- twisting
- swinging
- pushing
- rocking
- stretching
- turning
- pulling

Resources: Dauer & Pangrazi

Method of evaluation: Teacher observation

### **HP-02-06-02 - Perform Locomotor Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will be able to perform the following eight locomotor skills and their movement concepts:

- a. walk
- c. skip
- e. gallop
- g. jump
- b. run
- d. hop
- f. leap
- h. slide

Resources: Dauer & Pangrazi

## **HP-02-07 FITNESS AND ACTIVITIES (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

PE4.2.1 Fitness & Principles Governing Fitness

PE4.2.2 Health Benefits of Being Physically Active

PE4.2.3 Activities for Strength, Endurance, Flexibility

Students will develop various physical skills, participate safely, and know how to avoid activity-related injuries.

**ASSESSMENT STANDARD:** Students will demonstrate an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessment may include a demonstration or other acceptable activity.

### **HP-02-07-01 - Physical Fitness Test (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will take part in a physical fitness activity.

Suggested Activities:

- flexed arm hang
- 50-yard dash
- standing long jump
- 1-mile run/walk
- pull-ups
- 600-yard run
- 3-minute run
- 2-mile run/walk
- shuttle run
- sit and reach
- sit-ups (curl-ups)
- 400-yard run

Resources: Dauer and Pangrazi

Method of evaluation: •Teacher observation

•Refer to the President's norms, AAHPERD norms

**HP-02-07-02 - Safety Practices (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will understand and demonstrate the proper safety procedures at all times and in all activities.

**HP-02-08 PERSONAL & SOCIAL BEHAVIOR (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

PE4.3.1 Safety, Rules, Procedures, Etiquette in Activities

PE4.3.2 Sportsmanship, Cooperation, Teamwork in Activities

PE4.3.3 Understand Individual Differences and Similarities

PE4.3.4 Respect Individual Differences/Similarities

PE4.3.5 Fun, Challenge, Self-Expression, Social Interaction

Students will recognize the importance of social development, interaction, and individual performance throughout a lifetime of physical activity. Safety will be emphasized in all activities.

ASSESSMENT STANDARD: Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration, portfolio, project, or other acceptable activity.

**HP-02-08-01 - Games, Skills, and Sports Activity (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will participate in games and sports activities appropriate to his/her grade level that provide vigorous large muscle activity.

GAMES PARTICIPATION:

- tag games
- relay games
- cooperation games
- manipulative games
- individual games
- small group
- team games
- table games
- large group

(Games are to be modified to fit teaching situations and class size--have fun!)

MANIPULATIVE SKILLS: Students will be able to perform manipulative skills with various equipment appropriate to their own grade level through:

- activities using balloons
- activities using beanbags
- activities using various types of balls
- juggling activities using various objects, such as balls, rings, clubs, wands, etc.
- bowling activities
- activities using paddles and balls
- activities using scoops and balls
- activities using frisbees
- activities using a parachute
- wand activities



- activities with hula hoops
- activities with tug-of-war ropes
- manipulative games such as labyrinth, box hockey

SPORTS ACTIVITIES: Four or more of the following sports activities and their respective specific skills will be taught during the school year:

VOLLEYBALL: •serve •volley  
 •forearm pass •basic rules

FOOTBALL: •pass •punt  
 •catch •placekick

TRACK & FIELD: •run in smooth, relaxed form.  
 •participate in school field day

RHYTHMIC ACTIVITIES: •locomotor movements  
 •non-locomotor movements  
 •manipulative movements using ball skills,  
 •hoops, wands, jump ropes, etc.

ROPE ACTIVITIES: •single- and long-rope jumping  
 •climb a rope, leg wrap-around method

Resources: Dauer and Pangrazi

Method of evaluation: Teacher observation

**HP-02-08-02 - Cooperative Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will:

C. Cooperative Activities: participate in games and activities that encourage working cooperatively with the class:

- Keep It Up
- Moonball
- Houdini Hoops
- Wizards & Gelflings
- Round Trip Dodgeball

D. Cooperative Partner Activities With Equipment: participate in activities with partners while using different pieces of equipment:

- Twist & Turn Bean Bag
- Alphabet One Step - Bean Bag
- Red Hoop, Green Hoop - Hula Hoops
- Chariot Drives - Hula Hoops
- Balloon & Paddle Challenges

E. Cooperative Small Group Activities: participate in activities that allow students to work in groups of three or four students:

- Crazy Corners
- Kanga Jump Ball
- Body Guards
- Group Toss & Catch w/Bean Bag

last update 8/7/2009  
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## Health PE - Grade 3

The CCSD elementary physical education program addresses health-related fitness, movement concepts and skills, and personal and social behavior at developmentally appropriate levels according to state and district standards for K-6.

Fitness - is assessed, monitored, and practiced for improvement using various test protocols from the Presidents Fitness Challenge.

Movement - skills and concepts are taught in variety from gross- and fine-motor skills to locomotor and non-locomotor skills. These concepts and skills may be instructed through individual, small group, or team settings.

Personal and Social Behavior - safety, rules, sportsmanship, cooperation, and respect for individual differences are behaviors that will be learned and practiced by the student through continuous progression.

Sixty minutes of daily physical activity is the national recommendation for school-age children.

Text: Dynamic Physical Education for Elementary School Children - Dauer, Pangrazi

### **HP-03-01 FAMILY LIFE AND SEXUALITY (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.2 Family Life and Sexuality

HE4.2.1 Locate/Use Valid Info Sources/Products/Services

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.7.1 Advocating for Personal, Family, Community Health

Students will recognize the importance of maintaining good personal health habits. They will be aware of their role as a member of a family. The students will know appropriate and effective strategies in dealing with individual issues and with peers as they mature through childhood and early adolescence.

#### **HP-03-01-01 - Dental Care: Flossing, Tooth Identification (Objective)**

C-NR - Critical-District Reporting Not Required

The teacher/nurse will use models to demonstrate proper flossing techniques. Students will be able to explain the importance of flossing as a way of caring for their teeth and preventing gum disease.

Resources - District Media:

Full-Mouth Model; 12.5" Toothbrush KT-31-95, KT-34-95

2 12 1/2" Toothbrushes (new'95)

Literature tie-in: Dr. DeSoto

Sunflake Reading (text)

Support People: •Dental hygienist •Nurse •Orthodontist

#### **HP-03-01-02 - Social Skills (Objective)**

C-NR - Critical-District Reporting Not Required

Students will identify different emotions and describe ways in which emotions may be expressed.

**HP-03-01-03 - Personal Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the concept of privacy in regard to their own bodies.  
(good/bad/confusing touches).

**HP-03-01-04 - Bullying/Harassment Prevention (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate an understanding of harassment and sexual harassment as any type of unwelcome talk or action that makes you feel bad, trapped, anxious or confused. Students will develop an understanding of the concepts of DIGNITY, RESPECT, EQUALITY, and SEXUAL HARASSMENT, including a review of CCSD Policy #5275.

**HP-03-02 - TOBACCO, ALCOHOL, AND OTHER DRUG USE (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.1 Alcohol/Other Drug Use, Misuse, Abuse, Addiction

HE4.1.4 Tobacco Use and Addiction

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.6.1 Personal Goal-Setting Strategies to Enhance Health

HE4.6.2 Decision-Making Strategies to Enhance Health

HE4.7.1 Advocating for Personal, Family, Community Health

Students will have an increased knowledge and understanding of substance abuse issues. Positive decision making will lead to decreased student risk behaviors in the areas of tobacco, alcohol, and other drugs, including poisons.

Lesson Schedule: Two visits per year

Resources: SRO, DARE Curriculum, multimedia presentations  
Safe and Drug-Free Schools Coordinator

**HP-03-02-01 - Social Effects of Tobacco, Alcohol, Marijuana, Other Drugs (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about the social effects of tobacco, alcohol, and marijuana with their peers, in the family, and in the community.

**HP-03-02-02 - Physical Effects of Tobacco, Alcohol, Marijuana, Other Drugs (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about the physical effects of tobacco, alcohol, marijuana, and other drugs on their bodies.

**HP-03-03 PREVENTION AND DISEASE CONTROL (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.6 Prevention and Control of Disease

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

The students will know how disease is spread, and they will know appropriate ways to avoid contracting diseases.

**HP-03-03-01 - Communicable Diseases (Objective)**

C-NR - Critical-District Reporting Not Required

Students will recognize that body fluids may contain germs which can pass diseases: saliva--colds and strep throat; blood--AIDS.

Resources:

Nurses kits

Workbook: "Germ Invaders"

CCSD's "Supplementary AIDS Education Resource Guide"

Field Trips: •Medical lab •Hospital blood lab

Support People: •State AIDS coordinator  
•Infection control specialist (hospital)

### **HP-03-04 INJURY PREVENTION AND SAFETY (Content Std.)**

State Standards and Benchmarks Correlations:

HE4.1.3 Injury Prevention and Safety

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.6.2 Decision-Making Strategies to Enhance Health

Students will know safety procedures relevant to their daily activities. They will know appropriate responses and treatments for minor injuries and accidents.

#### **HP-03-04-01 - Frostbite and Hypothermia (Objective)**

C - Critical-District Reporting Required

Students will understand and demonstrate how to prevent and treat frostbite and hypothermia.

Support People: •Wyoming Game & Fish Dept. •Nurse  
•Doctor •Merchants (for correct dress)  
•American Red Cross

#### **HP-03-04-02 - Disasters: Tornado, Fire, Intruders (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper procedures to follow during a disaster (tornado, blizzard bomb threat, fire, intruder).

Resources: Building intruder plan

Literature tie-in: Tornado Alert

Sing It to the Sea, (reading text)

Support people: •Fire Department •Forest Service  
•Principal •Red Cross  
•Campbell County Emergency Services Coordinator

### **HP-03-05 NUTRITION (Content Standard)**

State Standards and Benchmarks Correlations:

HE4.1.5 Nutrition

HE4.4.1 Effect of Media, Technology, Culture on Behavior

Students will know basic nutritional guidelines which will lead to a healthy body. They will also understand the influence that media can have on kids' nutrition habits and attitudes.

#### **HP-03-05-01 Nutrition (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the effects of the media on kids' nutrition habits and attitudes.

Resources-:

Western Dairy Council

Literature tie-in: Yummers,

Cloudy With a Chance of Meatballs

Field Trips: •Hospital kitchen

Support People: •P.E. teacher •Dietician •County extension home economist

### **HP-03-06 MOVEMENT (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE4.1.1 Locomotor Skills

PE4.1.2 Object Control Skills

PE4.1.3 Body Control Skills

PE4.1.4 Movement Concepts: Effort, Space, Relationships

Students will develop and maintain gross and fine motor movement skills.

ASSESSMENT STANDARD: Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration or other acceptable activity.

**HP-03-06-01 - Perform Non-Locomotor Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate an ability to perform the following non-locomotor skills and identify concepts:

a. bending

c. swinging

e. twisting

g. pushing

b. rocking

d. turning

f. stretching

h. pulling

Resources: Dauer & Pangrazi

Method of evaluation: Teacher observation

**HP-03-06-02 - Perform Locomotor Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will be able to perform the following eight locomotor skills

a. walk

c. skip

e. gallop

g. jump

b. run

d. hop

f. leap

h. slide

Resources: Dauer & Pangrazi

**HP-03-07 FITNESS AND ACTIVITIES (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE4.2.1 Fitness & Principles Governing Fitness

PE4.2.2 Health Benefits of Being Physically Active

PE4.2.3 Activities for Strength, Endurance, Flexibility

Students will develop various fitness skills, participate safely, and explain fitness and give a basic definition.

ASSESSMENT STANDARD: Students will demonstrate an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessment may include a demonstration or other acceptable activity.

**HP-03-07-01 - Physical Fitness Test (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will take part in a physical fitness test. They will show improvement from pretest to post test.

FITNESS TEST--to consist of the following:

•Situp test

•Shuttle run test

•Cardiovascular test

Also--any supportive fitness tests deemed necessary by the instructor.

Resources: Dauer & Pangrazi

Method of evaluation: •Teacher observation

- Refer to President's norms, AAPHERD norms

**HP-03-07-02 - Safety Practices (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will understand and be able to demonstrate the proper safety procedures at all times and in all fitness activities.

**HP-03-08 PERSONAL AND SOCIAL BEHAVIOR (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

- PE4.3.1 Safety, Rules, Procedures, Etiquette in Activities
- PE4.3.2 Sportsmanship, Cooperation, Teamwork in Activities
- PE4.3.3 Understand Individual Differences and Similarities
- PE4.3.4 Respect Individual Differences/Similarities
- PE4.3.5 Fun, Challenge, Self-Expression, Social Interaction

Students will recognize the importance of social development, interaction, and individual performance throughout a lifetime of physical activity. Safety will be emphasized in all activities.

ASSESSMENT STANDARD: Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment (under special circumstances). The alternative assessments may include a demonstration, portfolio, project, or other acceptable activity.

**HP-03-08-01 - Games and Sports Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

GAMES PARTICIPATION: Students will participate in games that provide vigorous large-muscle activity and which are appropriate for his own grade level.

Types of Games:

- tag games
- small group
- cooperation games
- relay games
- team games
- table games
- manipulative games
- individual games
- large group games

(Games are to be modified to fit the teaching situation and class size.)

SPORTS ACTIVITIES: Four or more of the following sports and their respective specific skills are to be taught during the school year.

VOLLEYBALL: serve, volley, forearm pass, rules

BASKETBALL SKILLS: dribbling, passes, pivot, rules

SOCCER: kicks, dribbling, goal keeping, traps, rules

FOOTBALL: pass, punt, kick, kickoffs, placekick, defense pass coverage, rules

Resources: Dauer & Pangrazi

**HP-03-08-02 - Cooperative Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will:

A. Cooperative Activities: participate in games and activities that encourage working cooperatively with the class:

- Moonball
- Cooperative Musical Hoops
- Blanketball
- Don't Touch Me
- Trim the Tree
- Volley-Volley-Volley-Volleyball (using beach ball)

F. Cooperative Small Group Activities: participate in activities that allow students to work

in groups of 3-6 students:

- Houdini Hoops
- Straddle Ball
- Truck Driver
- Group Juggle
- Group Juggle Freeze Ball
- Group Juggle Freeze & Go
- Time Bomb
- Human Merry-Go-Round

**HP-03-10 PHYSICAL FITNESS ASSESSMENTS (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

- PE-04-02-01 Fitness & Principles Governing Fitness
- PE-04-02-02 Health Benefits of Being Physically Active
- PE-04-02-03 Activities for Strength, Endurance, Flexibility

Students will participate in physical fitness assessments.

**HP-03-10-01 - Physical Fitness Assessments (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will complete the following physical fitness assessments:

- a) Shuttle run
- b) BMI assessment
- c) Cardio-run - 1/2 mile
- d) Curl-ups

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pc

## Health PE - Grade 4

The CCSD elementary physical education program addresses health-related fitness, movement concepts and skills, and personal and social behavior at developmentally appropriate levels according to state and district standards for K-6.

Fitness - is assessed, monitored, and practiced for improvement using various test protocols from the Presidents Fitness Challenge.

Movement - skills and concepts are taught in variety from gross- and fine-motor skills to locomotor and non-locomotor skills. These concepts and skills may be instructed through individual, small group, or team settings.

Personal and Social Behavior - safety, rules, sportsmanship, cooperation, and respect for individual differences are behaviors that will be learned and practiced by the student through continuous progression.

Sixty minutes of daily physical activity is the national recommendation for school-age children.

Text: Dynamic Physical Education for Elementary School Children - Dauer, Pangrazi

### **HP-04-01 FAMILY LIFE AND SEXUALITY (Content Standard)**

State Standard and Benchmark Correlation:

HE4.1.2 Family Life and Sexuality

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.5.1 Verbal/Nonverbal Communication Strategies

HE4.5.2 Healthy Ways to Express Needs, Wants, Feelings

HE4.6.2 Decision-Making Strategies to Enhance Health

Students will recognize the importance of maintaining good personal health habits. They will be aware of their role as a member of a family. The students will know appropriate and effective strategies in dealing with individual issues and with peers as they mature through childhood and early adolescence.

#### **HP-04-01-01 - Care of the Ear (Objective)**

C-NR - Critical-District Reporting Not Required

Students will describe the proper care of the ear (protection from loud noises and foreign objects, and seeking medical care for ear infections).

Resources--Media: Ear Model

Support People: Speech teacher, audiologist, nurse

#### **HP-04-01-02 - Social Skills - High-/Low-Risk Behaviors (Objective)**

C - Critical-District Reporting Required

Students will be able to distinguish between high- and low-risk behaviors and will identify appropriate ways to cope with peer pressure.

#### **HP-04-01-03 Social Skills - Consequences of Own Behavior (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be able to predict the consequences of their own behavior.



**HP-04-01-04 - Social Skills - Dealing Appropriately With Life Changes (Objective)**

C-NR - Critical-District Reporting Not Required

Students will discuss appropriate ways for dealing with life changes (divorce, separation, death).

Resources:

FALL OF FREDDY THE LEAF P-A F-10-86

Support People: Counselor Big Brothers/Sisters  
People Project Hospice

**HP-04-01-05 - Bullying/Harassment Prevention (Objective)**

C-NR - Critical-District Reporting Not Required

Students will develop an understanding of how power and equality relate to bullying/harassment (including sexual harassment); they will identify feelings and demonstrate positive solutions to conflicts involving sexual harassment, including a review of CCSD Policy #5275.

**HP-04-01-06 - Personal Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate knowledge of internet safety and personal protection while on the internet.

**HP-04-02 TOBACCO, ALCOHOL, AND OTHER DRUG USE (Content Standard)**

State Standard and Benchmark Correlation:

HE4.1.1 Alcohol/Other Drug Use, Misuse, Abuse, Addiction

HE4.1.4 Tobacco Use and Addiction

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.6.2 Decision-Making Strategies to Enhance Health

Students will have an increased knowledge and understanding of substance abuse issues. Positive decision making will lead to decreased student risk behaviors in the areas of tobacco, alcohol, and other drugs.

Lesson Schedule: Two visits per year

Resources: SRO, DARE Curriculum, multimedia presentations  
Safe and Drug-Free Schools Coordinator

**HP-04-02-01 - Social Effects of Tobacco, Alcohol, Marijuana, Other Drugs (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about the social effects of tobacco, alcohol, marijuana, and other drugs.

**HP-04-02-02 - Physical Effects of Tobacco, Alcohol, Marijuana, Other Drugs (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about the physical effects of tobacco, alcohol, marijuana, and other drugs.

**HP-04-03 PREVENTION AND DISEASE CONTROL (Content Standard)**

State Standard and Benchmark Correlation:

HE4.1.6 Prevention and Control of Disease

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

HE4.7.1 Advocating for Personal, Family, Community Health

Students will know how disease is spread, and they will know appropriate ways to avoid

contracting diseases.

**HP-04-03-01 - HIV/AIDS Education (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand that HIV/AIDS is a virus, and they will understand its mode of transmission.

Resources:

AIDS--LET'S TALK

A IS FOR AIDS P-I VC-94-90

DOES AIDS HURT?

AIDS AND THE IMMUNE SYSTEM - video VC-133-91

Oregon Trail

Nurses kit

Literature

Worksheets: "Basic Information About Bacteria"

Workbook: "Diseases of the Organ Trail"

Field Trips: Medical lab

Hospital blood lab

Support People: State AIDS coordinator

Infection control specialist (hospital)

**HP-04-03-02 - Communicable Disease (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand that communicable diseases can be caused by bacteria (step throat) or viruses which can be transmitted from one person to another in various ways: (Colds--kissing, sharing eating utensils or food) and (AIDS--sharing needles for home ear- piercing or "blood brother" rituals.

Resources--media:

Support people: Nurse Public health

Wyoming state AIDS coordinator

**HP-04-04 INJURY PREVENTION AND SAFETY (Content Std.)**

State Standard and Benchmark Correlation:

HE4.1.3 Injury Prevention and Safety

HE4.2.1 Locate/Use Valid Info Sources/Products/Services

HE4.4.1 Effect of Media, Technology, Culture on Behavior

Students will know how to respond safely and without panic in a potential disaster.

**HP-04-04-01 - Disasters (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper procedures to follow during a disaster (tornado, blizzard, bomb threat, fire, intruder).

Resources--Support people: Campbell County Emergency Services Coordinator  
Fire Department Principal

**HP-04-05 NUTRITION (Content Standard)**

State Standard and Benchmark Correlation:

HE4.1.5 Nutrition

HE4.2.1 Locate/Use Valid Info Sources/Products/Services

HE4.3.1 Identify/Practice Behaviors to Reduce Health Risks

Students will know basic nutritional guidelines which will lead to a healthy body. They will also have an understanding of the physical changes that occur in their bodies as they mature.

**HP-04-05-01 - Nutrition (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand serving sizes and how many servings from each food group should be eaten each day. Students will also create a day's diet following the Food Guide Pyramid recommendations. They will become knowledgeable in reading food labels.

Resources--Media:

FOOD IN AMERICA KT-108-87

DIGESTION AND THE FOOD WE EAT:

MECHANICS OF LIFE I-J F-27-78

YOUR BODY FOR LIFE (Grades 4-6)

Support People: Dietitian

Home Economist

P E teacher

**HP-04-06 MOVEMENT (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE4.1.1 Locomotor Skills

PE4.1.2 Object Control Skills

PE4.1.3 Body Control Skills

PE4.1.4 Movement Concepts: Effort, Space, Relationships

Students will demonstrate competency in movement forms and apply movement concepts and principles to the learning and development of motor skills.

**HP-04-06-01 - Locomotor Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate and identify locomotor skills to include walking, running, leaping, hopping, jumping, skipping, galloping, and sliding; and chasing, fleeing and dodging.

**HP-04-06-02 - Object Control Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate and identify object control skills to include throwing, catching, kicking, trapping, striking, volleying, ball rolling, and dribbling.

**HP-04-06-03 - Body Control Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate and identify body control skills including turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling.

**HP-04-06-04 - Movement Concepts (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate and identify movement concepts that reflect an understanding of effort (time, force, flow), space (location, direction, level, pathway, extensions), and relationships (with objects, with people).

## **HP-04-07 FITNESS AND ACTIVITIES (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE4.2.1 Fitness & Principles Governing Fitness

PE4.2.2 Health Benefits of Being Physically Active

PE4.2.3 Activities for Strength, Endurance, Flexibility

Students will develop various fitness skills, participate safely, and know how to avoid activity-related injuries.

**ASSESSMENT STANDARD:** Students will demonstrate an acceptable performance on a traditional assessment or on an alternative assessment (under special circumstances). The alternative assessment may include a demonstration or other acceptable activity.

### **HP-04-07-01 - Safety Practices (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will understand and demonstrate the proper safety procedures at all times and in all activities.

### **HP-04-07-02 - Physical Fitness Test (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will take a physical fitness test consisting of the following:

- sit-ups test
- shuttle run test
- cardiovascular test
- any supportive fitness tests deemed necessary by the instructor.

Students will understand what each part of the test measures.

Resources: Dauer & Pangrazi

## **HP-04-08 - PERSONAL AND SOCIAL BEHAVIOR (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE4.3.1 Safety, Rules, Procedures, Etiquette in Activities

PE4.3.2 Sportsmanship, Cooperation, Teamwork in Activities

PE4.3.3 Understand Individual Differences and Similarities

PE4.3.4 Respect Individual Differences/Similarities

PE4.3.5 Fun, Challenge, Self-Expression, Social Interaction

Students will recognize the importance of social development, interaction, and individual performance throughout a lifetime of physical activity. Safety will be emphasized in all activities.

**ASSESSMENT STANDARD:** Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration or other acceptable activity.

### **HP-04-08-01 Participation in Games and Sports Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

**GAMES PARTICIPATION:** Students will participate in games that provide vigorous large-muscle activity and are appropriate to his/her grade level.

Types of Games:

tag games	manipulative games	large group
relay games	cooperative games	team games
small group	individual activities	

SPORTS ACTIVITIES: Four or more of the following sports and their specific skills will be taught during the school year:

FOOTBALL: pass, punt, catch, long snap, placekick, defense pass coverage

SOCCER: kicks, dribbling, traps, positioning, goal keeping, rules

VOLLEYBALL: serve, volley, forearm pass, rules

ROPE-CLIMBING ACTIVITIES: Students will improve their strength by climbing progressively higher on the rope or pegboard.

ROPE-JUMPING ACTIVITIES: forward, hop on one foot, backward, double unders, criss-cross

Resources: Dauer & Pangrazi

**HP-04-08-02 - Cooperative Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will:

G. Cooperative Activities: participate in games and activities that encourage working cooperatively with the class:

Moonball                      Blind Polygon Monarch  
Island Moonball          Ball of String                  Role Playing  
Jumping Jack Flash

H. Large Group Cooperative Activities: participate in games and activities where students work cooperatively with up to half the class while playing against the other half of the class:

Giants, Elves, & Wizards      Billy Ball  
All-Run Kickball                  Crazy Hoop Ball              4-Count Volleyball  
Scooter Water Polo              Frisbee Fakeout

**HP-04-10 PHYSICAL FITNESS ASSESSMENTS (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

PE4.2.1 Fitness & Principles Governing Fitness

PE4.2.2 Health Benefits of Being Physically Active

PE4.2.3 Activities for Strength, Endurance, Flexibility

Students will participate in physical fitness assessments.

**HP-04-10-01 - Physical Fitness Assessments (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will complete the following physical fitness assessments:

- a) Shuttle run                      c) Cardio-run – ½ mile
- b) BMI assessment                d) Curl-ups

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pc

## Health PE - Grade 5

The CCSD elementary physical education program addresses health-related fitness, movement concepts and skills, and personal and social behavior at developmentally appropriate levels according to state and district standards for K-6.

Fitness - is assessed, monitored, and practiced for improvement using various test protocols from the Presidents Fitness Challenge.

Movement - skills and concepts are taught in variety from gross- and fine-motor skills to locomotor and non-locomotor skills. These concepts and skills may be instructed through individual, small group, or team settings.

Personal and Social Behavior - safety, rules, sportsmanship, cooperation, and respect for individual differences are behaviors that will be learned and practiced by the student through continuous progression.

Sixty minutes of daily physical activity is the national recommendation for school-age children.

Text: Dynamic Physical Education for Elementary School Children - Dauer, Pangrazi

### **HP-05-01 FAMILY LIFE AND SEXUALITY (Content Standard)**

State Standard and Benchmark Correlation:

HE8.1.7 Mental and Emotional Health

HE8.1.8 Personal and Community Health

HE8.3.1 Adolescent Health Risks, Strategies to Improve

HE8.3.3 Personal Responsibility for Health Behaviors

HE8.4.3 Peer, Family, Community Influences on Health

HE8.5.2 Respectfully Express Needs, Wants, Feelings

HE8.7.1 Advocating for Personal/Family/Community Health

Students will know appropriate and effective strategies in dealing with individual issues and with peers as they mature through childhood and early adolescence.

#### **HP-05-01-01 – Social Skills – Behavior Risks; Peer Pressure (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be able to distinguish between high- and low-risk behaviors and will identify appropriate ways to cope with peer pressure.

#### **HP-05-01-02 - Social Skills – Stress; Coping with Stress (Objective)**

C – NR - Critical-District Reporting Required

Students will identify stress, causes of stress and appropriate techniques for dealing with stress.

#### **HP-05-01-03 Personal Safety – Privacy of One’s Own Body (Objective)**

C-NR - Critical-District Reporting Not Required

Students will understand the concept of privacy in regard to their own bodies.  
(good/bad/confusing touches)

#### **HP-05-01-04 – Personal Safety – Internet Safety; Protection (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate knowledge of internet safety and personal protection.

#### **HP-05-01-05 - Bullying/Harassment Prevention (Objective)**

C-NR - Critical-District Reporting Not Required

Students will develop an understanding of how power and equality relate to bullying/harassment (including sexual harassment), including a review of CCSD Policy #5275.

### **HP-05-02 TOBACCO, ALCOHOL, AND OTHER DRUG USE (Content Standard)**

State Standard and Benchmark Correlation:

HE8.1.1 Alcohol/Other Drug Use, Misuse, Abuse, Addiction

HE8.1.4 Tobacco Use and Addiction

HE8.2.1 Health Information, Products, Services

HE8.4.2 Influence of Media Messages on Health Behavior

HE8.6.2 Apply Strategies for Health-Enhancing Decisions

HE8.6.3 Collaborative Goal-Set/Decision-Making Strategies

Students will have an increased knowledge and understanding of substance abuse issues. Positive decision making will lead to decreased student risk behaviors in the areas of tobacco, alcohol, and other drugs.

Lesson Schedule: Four visits per year

Resources: SRO, DARE Curriculum, multimedia presentations  
Safe and Drug-Free Schools Coordinator

#### **HP-05-02-01 – Tobacco, Alcohol, Marijuana, Other Drugs (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about specific characteristics of tobacco, alcohol, marijuana, and other drugs and their effects on the body.

#### **HP-05-02-02 – Consequences of Substance Abuse (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable of some short-term and/or immediate physical, social, and punitive consequences of substance abuse.

#### **HP-05-02-03 – Dependency (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable of the specific impact of dependency on tobacco, alcohol, marijuana, and other drugs.

#### **HP-05-02-04 – Legal/Illegal Drugs and Controlled Substances (Objective)**

C-NR - Critical-District Reporting Not Required

Students will classify drugs as legal, controlled, or illegal, and they will be familiar with the concept of controlled substance and legal/illegal drugs.

### **HP-05-03 DISEASE PREVENTION AND CONTROL (Content Standard)**

State Standard and Benchmark Correlation:

HE8.1.6 Prevention and Control of Disease

HE8.6.1 Apply Strategies to Set Personal Health Goals

HE8.6.2 Apply Strategies for Health-Enhancing Decisions

HE8.6.3 Collaborative Goal-Set/Decision-Making Strategies

HE8.7.1 Advocating for Personal/Family/Community Health

HE8.7.2 Working Cooperatively to Advocate for Health

Students will know how disease is spread, and they will know appropriate ways to avoid contracting diseases.

#### **HP-05-03-01 - Communicable Disease; Risk Behaviors (Objective)**

C- Critical-Assessment Reporting Required

Students will explain that the surest way to prevent communicable disease is to avoid the know risk behaviors associated with the spread of the diseases: HIV/AIDS: -sharing needles, sexual activities; colds, strep throat, flu – not covering mouth, not washing hands, sharing eating utensils; lice – sharing combs, sharing hats, etc.

Resources:

AIDS and THE IMMUNE SYSTEM VC-63-95

AIDS I-S KT-130-87

I HAVE AIDS: A TEENAGERS STORY VC-76-92, 77-92, 78-92

VIRUSES and BACTERIA: THE STORY OF THE WARM, WET SPOTS  
VC-64-95

A CONVERSATION WITH MAGIC VC-61-95

CCSD's "Supplementary AIDS Education Resource Guide"

COMMUNICABLE DISEASES HyperStudio program (CCSD HomePage, Nurses  
Curriculum Resources)

Support people: Nurse Public health Infection Control Nurse  
Wyoming AIDS coordinator

**HP-05-04 INJURY PREVENTION AND SAFETY (Content Standard)**

State Standard and Benchmark Correlation:

HE8.1.3 Injury Prevention and Safety

HE8.3.1 Adolescent Health Risks, Strategies to Improve

HE8.3.3 Personal Responsibility for Health Behaviors

HE8.7.1 Advocating for Personal/Family/Community Health

Students will know safety procedures relevant to their daily activities. They will know appropriate responses and treatments for minor injuries and accidents.

**HP-05-04-01 – First Aid for Poisoning (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be able to describe basic first aid procedures for poisoning.

Resources--Support people: Red Cross Nurse, EMT  
Poison Control Center Hot Line (800) 955-9119

**HP-05-04-02 – Disasters (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper procedures to follow during a disaster (flood, tornado, blizzard, bomb threat, fire, intruder)

Resources--Support people: Red Cross Principal  
Civil Defense Forest Service

**HP-05-05 NUTRITION (Content Standard)**

State Standard and Benchmark Correlation:

HE8.1.5 Nutrition

HE8.2.1 Health Information, Products, Services

HE8.6.2 Apply Strategies for Health-Enhancing Decisions

Students will know basic nutritional guidelines which will lead to a healthy body. They will also have an understanding of the physical changes that occur in their bodies as they mature.

**HP-05-05-01 - Nutrition (Objective)**

C-NR - Critical-District Reporting Not Required



Students will identify the major vitamins and minerals found in each section of the Food Guide Pyramid. Students will create a day's diet which includes key nutrients (calcium, iron, vitamin A, vitamin C).

Resources--Media:

FOOD DECISIONS I KT-110-87

SNACKS COUNT TOO! I-S VC-114-93, I-S VC-115-93

FOOD and TECHNOLOGY KT-109-87

Support People: Dietitian Dairy Council Soup Kitchen  
W.I.C. Nutritionist Farmer or Rancher

**HP-05-06 FAMILY LIFE and SEXUALITY (Content Standard)**

C - Critical-Assessment Required

State Standard and Benchmark Correlation:

HE8.1.2 Family Life and Sexuality

HE8.4.1 Culture/Technology/Medical Advances and Health

HE8.4.2 Influence of Media Messages on Health Behaviors

HE8.4.3 Peer, Family, Community Influences on Health

HE8.4.4 Internal vs. External Influences

Students will develop a health understanding of human sexuality and responsible behaviors.

**HP-05-06-01 - Growth and Development (Adolescence) (Objective)**

C-NR - Critical-District Reporting Not Required

Students will know the parts of their own reproductive systems and will know the function of each part; students will explain the physical, emotional, and social changes that occur as puberty approaches.

Resources--Media:

GROWING UP ON BROADWAY Video Available – Cottonwood Nurse

MEET THE NEW YOU (for boys) VC-23-94

MEET THE NEW YOU (for girls) VC-24-94

Support People: Nurse Principal Counselor P.E. teacher

**HP-05-07 MOVEMENT (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE8.1.1 Rhythm, Team/Individual, Lifetime Activity Skills

PE8.1.2 Critical Skill Elements in Activities

PE8.1.3 Understand Rules and Strategies for Activities

Students will demonstrate competency in movement forms and apply movement concepts and principles to the learning and development of motor skills.

**HP-05-07-01 Rhythm, Team/Individual, Lifetime Activity Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate skills in rhythms or dance, regulation or form team activities, regulation or form individual or dual activities and lifetime activities.

**HP-05-07-02 – Critical Skill Elements in Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will explain critical skill elements or skill cues or key observation points associated with each of rhythms or dance, modified team activities, individual or dual activities, and

lifetime activities.

**HP-05-07-03 – Rules and Strategies in Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate an understanding of rules and strategies associated with rhythms or dance, regulation or form team activities, regulation or form individual or dual activities, and lifetime activities.

**HP-05-08 FITNESS AND ACTIVITIES (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE8.2.1 Explain/Assess Personal Fitness Status

PE8.2.2 Apply FITT Principles to Select Fitness Activities

PE8.2.3 Create Personal Physical Fitness Goals

PE8.2.4 Recognize/Explain Valid Features of Fitness Products

PE8.2.5 Participate in Variety of Physical Activities

Students will develop various physical skills, participate safely, and know how to avoid activity-related injuries. Students will demonstrate fitness literacy and the behaviors associated with it.

ASSESSMENT STANDARD: Students will demonstrate an acceptable performance on a traditional assessment or on an alternative assessment (under special circumstances). The alternative assessment may include a demonstration or other acceptable activity.

**HP-05-08-01 – Explain/Assess Personal Fitness Status (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will explain and assess their personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition.

**HP-05-08-02 – Apply FITT Principles to Select Fitness Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Applying principles of fitness (FITT), Warm-up/Cool-down, Progression, Overload), students will select and describe lifetime physical activities that enhance health related fitness.

**HP-05-08-03– Create Personal Physical Fitness Goals (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will create personal goals.

**HP-05-08-04 – Recognize/Explain Valid Features of Fitness Products (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will recognize and explain valid characteristics of products and technology related to fitness literacy.

**HP-05-08-05 – Participate in a Variety of Physical Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will participate in a variety of physical activities that will enhance health-related physical fitness.

**HP-05-09 - PERSONAL AND SOCIAL BEHAVIOR (Content Standard)**

C - Critical-District Reporting Required

State Standard and Benchmark Correlation:

PE8.3.1 Rules, Procedures, Etiquette in Activities

PE8.3.2 Sportsmanship, Cooperation, Teamwork in Activities

PE8.3.3 Respect Individual Differences/Similarities

PE8.3.4 Activities for Fun, Challenge, Social Interaction

Students will recognize the importance of social development, interaction, and individual performance throughout a lifetime of physical activity. Safety will be emphasized in all activities.

**ASSESSMENT STANDARD:** Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration or other acceptable activity.

**HP-05-09-01 Rules, Procedures, Etiquette in Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will recognize and use safety principles, and they will follow the rules, procedures, and etiquette in physical activity settings.

**HP-05-09-02 – Sportsmanship, Cooperation, Teamwork in Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate sportsmanship, cooperation, and teamwork in physical activity settings.

**HP-05-09-03 Respect for Individual Similarities and Differences (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate respect for individual similarities and differences in others in physical activity settings.

**HP-05-09-04 – Cooperative Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

last update 8/7/2009

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# Campbell County School District #1 Gillette, Wyoming

## Health PE - Grade 6

The CCSD elementary physical education program addresses health-related fitness, movement concepts and skills, and personal and social behavior at developmentally appropriate levels according to state and district standards for K-6.

Fitness - is assessed, monitored, and practiced for improvement using various test protocols from the Presidents Fitness Challenge.

Movement - skills and concepts are taught in variety from gross- and fine-motor skills to locomotor and non-locomotor skills. These concepts and skills may be instructed through individual, small group, or team settings.

Personal and Social Behavior - safety, rules, sportsmanship, cooperation, and respect for individual differences are behaviors that will be learned and practiced by the student through continuous progression.

Sixty minutes of daily physical activity is the national recommendation for school-age children.

Text: Dynamic Physical Education for Elementary School Children - Dauer, Pangrazi

### **HP-06-01 MENTAL, EMOTIONAL, AND PERSONAL HEALTH (Content Standard)**

State Standards and Benchmarks Correlations:

HE8.1.7 Mental and Emotional Health

HE8.1.8 Personal and Community Health

HE8.3.1 Adolescent Health Risks, Strategies to Improve

HE8.3.2 Healthy Behaviors, Strategies to Improve/Maintain

HE8.3.3 Personal Responsibility for Health Behaviors

HE8.4.4 Internal vs. External Influences

HE8.6.3 Collaborative Goal-Set./Decision-Making Strategies

Students will know appropriate and effective strategies in dealing with individual issues and with peers as they mature through childhood and early adolescence.

#### **HP-06-01-01 - Total Health (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be able to identify different aspects of total health (emotional, physical, and social) and will prepare a plan for improving their own resources.

Resources: District Media      Bullyproofing curriculum

Support People: Counselor      Public health      P.E. teacher

#### **HP-06-01-02 - Bullying/Harassment Prevention: Dignity, Respect (Objective)**

C-NR - Critical-District Reporting Not Required

Students will develop an understanding of the terms DIGNITY, RESPECT, EQUALITY, and SEXUAL HARASSMENT as related to bullying/harassment (including sexual harassment), including a review of CCSD Policy #5275.

**HP-06-01-03 - Bullying/Harassment Prevention: Interventions (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable of appropriate interventions and possible strategies for dealing with bullying/harassment involving themselves or others..

**HP-06-01-04 - Social Skills: Consequences of Decisions (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be aware of possible consequences of inappropriate conflict resolution decisions.

**HP-06-01-05 - Social Skills: Selecting Friends; Making Choices (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be knowledgeable about selecting their friends and the consequences of bad choices.

**HP-06-01-06 - Personal Safety (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate knowledge of internet safety and personal protection while on the internet.

**HP-06-02 TOBACCO, ALCOHOL, AND OTHER DRUG USE (Content Standard)**

C - Critical - Assessment Required

State Standards and Benchmarks Correlations:

HE8.1.1 Alcohol/Other Drug Use, Misuse, Abuse, Addiction

HE8.1.4 Tobacco Use and Addiction

HE8.2.1 Health Information, Products, Services

HE8.6.1 Apply Strategies to Set Personal Health Goals

HE8.6.2 Apply Strategies for Health-Enhancing Decisions

HE8.7.3 Barriers to Effective Advocacy Strategies

Students will have an increased knowledge and understanding of substance abuse issues.

Positive decision making will lead to decreased student risk behaviors in the areas of tobacco, alcohol, and other drugs.

Lesson Schedule: Ten visits per year

Resources: SRO, DARE Curriculum, multimedia presentations  
Safe and Drug-Free Schools Coordinator

**HP-06-02-01 "Gateway Drugs" (Objective)**

C-MR - Critical-District Reporting Not Required

Students will review "gateway drugs" and also have basic knowledge of other illegal or controlled substances.

**HP-06-02-02 - Social, Physical, Emotional Effects of Drugs (Objective)**

C-MR - Critical-District Reporting Not Required

Students will be knowledgeable of the social, physical, and emotional effects of illegal drugs, controlled substances, and common household items that could be misused.

**HP-06-02-03 - Conflict Resolution Decisions (Objective)**

C-NR - Critical-District Reporting Not Required

Students will know possible consequences of inappropriate conflict resolution decisions and learn appropriate refusal skills.



HE8.3.3 Personal Responsibility for Health Behaviors

HE8.7.1 Advocating for Personal/Family/Community Health

Students will know safety procedures relevant to their daily activities. They will know appropriate responses and treatments for minor injuries and accidents.

**HP-06-04-01 - First Aid for Burn Victims (Objective)**

C-NR - Critical-District Reporting Not Required

Students will be able to describe basic first aid procedures for burn victims and for bleeding victims, and they will understand the emergency action steps to take in responding to an emergency.

Resources--Media:

PROJECT BURN PREVENTION P-I KT-1063-83

BURNS VC-86-90

STANDARD FIRST AID VC-121-91

"You Are In Charge" - CCSD pamphlet

Support People: Red Cross EMT  
P.E. teacher Nurse

**HP-06-04-02 - Disasters (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate proper procedures to follow during a disaster (flood, tornado, blizzard, bomb threat, fire, intruder).

Resources: WINTER DANGERS VC-13-90

Support People: Campbell County Emergency Services Coordinator  
Forest service  
Red Cross

**HP-06-05 NUTRITION (Content Standard)**

State Standards and Benchmarks Correlations:

HE8.1.5 Nutrition

HE8.2.1 Health Information, Products, Services

HE8.4.1 Culture/Technology/Medical Advances and Health

HE8.4.2 Influence of Media Messages on Health Behaviors

Students will know basic nutritional guidelines which will lead to a healthy body. Students will know about various eating disorders and their effects.

**HP-06-05-01 - Nutrition (Objective)**

C-NR - Critical-District Reporting Not Required

Students will demonstrate knowledge of various eating disorders including obsessive eating, bulimia, and anorexia. Social, physical, and psychological effects will be discussed.

Resources: District Media Rimrock Treatment Center

Support People: P.E. teacher Dietician Farmer or rancher  
Dairy council W.I.C program

**HP-06-05-02 - Growth and Development (Adolescence) (Objective)**

C-NR - Critical-District Reporting Not Required

Students will name the parts of and explain the functions of the male and female reproductive systems and will explain the physical, emotional, and social changes that occur during puberty.

Resources:

GROWING UP AND LIKING IT (nurse's video/filmstrip)  
CHANGING (Nurse's filmstrip)  
LOOKING GREAT AND FEELING GREAT (PARTS I & II) I-J VC-166-88  
UNDERSTANDING HUMAN REPRODUCTION VC-103-89  
Support People: Nurse P.E. teacher Family Principal  
Counselor

**HP-06-06 MOVEMENT SKILLS (Content Standard)**

State Standards and Benchmarks Correlations:

- PE8.1.1 Rhythm, Team/Individual, Lifetime Activity Skills
- PE8.1.2 Critical Skill Elements in Activities
- PE8.1.3 Understand Rules and Strategies for Activities

Students will develop and maintain gross and fine motor movement skills.

**ASSESSMENT STANDARD:** Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration, portfolio, project, or other acceptable activity.

**HP-06-06-01 - Develop and Maintain Gross / Fine Motor Movement Skills**

C-CS - Critical-Assessment at Content Standard

Students will develop and maintain gross and fine motor movement skills.

**HP-06-07 FITNESS AND ACTIVITIES (Content Standard)**

State Standards and Benchmarks Correlations:

- PE-08-02-01 Explain/Assess Personal Fitness Status
- PE-08-02-02 Apply FITT Principles to Select Fitness Activities
- PE-08-02-03 Create Personal Physical Fitness Goals
- PE-08-02-04 Recognize/Explain Valid Features of Fitness Products
- PE-08-02-05 Participate in Variety of Physical Activities

The students will develop various fitness skills, participate safely, and know how to avoid activity-related injuries.

**ASSESSMENT STANDARD:** Students will demonstrate an acceptable performance on a traditional assessment or on an alternative assessment (under special circumstances). The alternative assessment may include a demonstration, portfolio, project, or other acceptable activity.

**HP-06-07-01 - Track & Field Skills (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will demonstrate an ability to perform track & field and cross-country skills pertinent to their own grade level. They will demonstrate these skills at the sixth-grade district track meet.

Track & Field Skills:

- long jump: standing and running
- high jump
- longer runs--up to one mile
- short races: sprinting, 3-legged, potato sack, etc
- throwing: bean bags, yarn balls, softballs, etc.
- starts: standing and crouched
- relays: shuttle and pursuit
- softball throw



Resources: Dauer & Pangrazi

**HP-06-07-02 - Physical Fitness Test (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will take a physical fitness test consisting of the following:

- situps test
- shuttle run test
- cardiovascular test
- any supportive fitness tests deemed necessary by the instructor.

Students will describe their own strengths and weaknesses.

Resources: Dauer & Pangrazi

**HP-06-07-03 - Safety Practices (Objective)**

C-CS - Critical-Assessment at Content Standard

Students will understand and demonstrate the proper safety procedures at all times and in all fitness activities.

**HP-06-08 PERSONAL AND SOCIAL BEHAVIOR (Content Standard)**

State Standards and Benchmarks Correlations:

PE8.3.1 Rules, Procedures, Etiquette in Activities

PE8.3.2 Sportsmanship, Cooperation, Teamwork in Activities

PE8.3.3 Respect for Individual Similarities & Differences

PE8.3.4 Activities for Fun, Challenge, Social Interaction

Students will recognize the importance of social development, interaction, and individual performance throughout a lifetime of physical activity. Safety will be emphasized in all activities.

ASSESSMENT STANDARD: Students will demonstrate an understanding of each objective through an acceptable performance on a traditional assessment or on an alternative assessment. The alternative assessments may include a demonstration, portfolio, project, or other acceptable activity.

**HP-06-08-01 - Games and Sports Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

GAMES PARTICIPATION: Students will participate in games that provide vigorous large-muscle activity and which are appropriate to their own grade level.

Types of Games:

- tag games
- individual games
- small group
- relay games
- manipulative games
- large group
- team games
- cooperation games

SPORTS SKILLS AND ACTIVITIES: Four or more of the following sports and their respective specific skills will be taught during the school year.

FOOTBALL: pass, punt, catch, long snap, placekick, defense pass coverage

SOCCER: rules, dribbling, traps, goal keeping, kicks, positioning

VOLLEYBALL: serve, forearm pass, set, volley, rules

BASKETBALL: Five passes (regular basketball, but with no shooting; object is to complete five good passes,) line basketball, half-court basketball, regulation basketball on nine-foot baskets.

SOFTBALL: throwing, batting, rules, catching, fielding

THROWING AND DODGING GAMES: battleball, pinball

ROPE CLIMBING ACTIVITIES: pegboard climbing, rope-jumping, rope climbing  
RHYTHMIC ACTIVITIES: various square dances, various folk dances  
RACQUET/PADDLE GAMES: paddleball, badminton, racquetball, scoopball,  
Resources: Dauer & Pangrazi

**HP-06-08-02 - Cooperative Activities (Objective)**

C-CS - Critical-Assessment at Content Standard

Classes are encouraged to use the Ropes Course for this objective. However, alternative activities to develop trust building would be acceptable.

Students will:

- I. Problem-Solving Activities: participate in activities that allow students to attempt problem-solving activities while working in groups of 10-12:
  - Stepping Stones                      •Tire Bridge    •Whole world in Their Hands
  - Magic Shoes                            •Marble Mania
  - Full-House (blindfolded)                      •Black Hole
- J. Trust-Building Activities: participate in trust- building activities:
  - One-Person Trust Fall
  - Two-Person Trust Fall
  - Human Ladder
- K. Low Elements: participate in small groups (6-8) on low elements at CCSD Ropes Course:
  - Walk About                                      •Islands
  - Bridge Over Raging Water
- L. Low Elements: participate in larger groups (10-12) on low elements of CCSD Ropes Course:
  - Modified Mohawk Walk                      •Nitro Crossing
  - Modified Low Wall                            •T-P Shuffle
- M. High Elements: attempt high elements at the CCSD Ropes Course:
  - Multi-Vine                      •Zip Line
  - CatWalk

**HP-06-10 PHYSICAL FITNESS ASSESSMENTS (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

- PE8.2.1 Explain/Assess Personal Fitness Status
- PE8.2.2 Apply FITT Principles to Select Fitness Activities
- PE8.2.3 Create Personal Physical Fitness Goals
- PE8.2.4 Recognize/Explain Valid Features of Fitness Products
- PE8.2.5 Participate in Variety of Physical Activities

Students will participate in physical fitness assessments.

**HP-06-10-01 - Physical Fitness Assessments (Objective)**

C-CS - Critical-Assessment at Content Standard

The students will complete the following physical fitness assessments:

- a) Shuttle run                      c) Cardio-run – 1 mile
- b) BMI assessment                      d) Curl-ups

