

# WELLNESS & FITNESS

**LENGTH OF TIME:** 1 year  
30 PE classes, 45 minutes/class  
30 HLTH/Fitness classes, 45 minutes/class

**GRADE LEVEL:** 2

## **DESCRIPTION OF COURSE:**

Students will be involved in a variety of physical activities to develop, reinforce, and enhance the basic components of total body fitness.

The wellness program will provide students with the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles, as well as to solve problems, make decisions, and set goals that are directly related to personal health and well-being.

## **COURSE STANDARDS:**

Students will:

1. Develop the skills necessary to participate in a variety of physical activities. (NPES 1,2,3; PA Std 10.5.3 A,B,C)
2. Appreciate, understand, and apply rules, strategies and appropriate behaviors for movement, dance, games, and sport. (NPES 2,4; PA Std 10.5.3 F)
3. Develop self confidence and interpersonal skills. (NPES 4; NHS 4,6; PA Std 10.2.3 D, 10.3.3.C)
4. Explain how childhood injuries and illnesses can be prevented or treated. (NHS 1,7; PA Std 10.1.3 E, 10.2.3 A)
5. Identify skills to manage stress. (NHS 3,7; PA Std 10.1.3 D)
6. Demonstrate ways to communicate care, consideration, and respect of self and others. (NHS 1,2,8; PA Std 10.3.3 A,C,D)
7. Explain the role of MyPlate and helping eat a healthy diet. (NHS 3; PA Std 10.1.3 C)
8. Identify and know the location and function of the digestive system. (NHS 1; PA Std 10.1.3 B)

## **NATIONAL PHYSICAL EDUCATION STANDARDS:**

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

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

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

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

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

**NATIONAL HEALTH STANDARDS:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health

**RELATED PA ACADEMIC STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION**

10.1 Concepts of Health

- A. Describe growth and development changes that occur between childhood and adolescents and identify factors that can influence these changes.
- B. Identify and describe the structure and function of the major body systems
- C. Analyze nutritional concepts that impact health.
- D. Explain factors that influence childhood and adolescent drug use.
- E. Identify health problems that can occur throughout life and describe ways to prevent them.

10.2 Healthful Living

- B. Health Information and Consumer Choices
- C. Health Information and the Media
- D. Decision-making Skills

- 10.3 Safety and Injury Prevention
  - A. Safe/Unsafe Practices
  - B. Emergency Responses/Injury Management
  - C. Strategies to Avoid/Manage Conflict
  - D. Safe Practices in Physical Activity
- 10.4 Physical Activity
  - A. Physical Activities that Promote Health and Fitness
  - B. Effects of Regular Participation
  - C. Responses of the Body Systems to Physical Activity
  - D. Physical Activity Preferences
  - F. Physical Activity and Group Interaction
- 10.5 Concepts, Principles and Strategies of Movement
  - A. Movement Skills and Concepts
  - B. Motor Skill Development
  - C. Practice Strategies
  - D. Principles of Exercise/Training
  - E. Scientific Principles that Affect Movement
  - F. Game Strategies

**PERFORMANCE ASSESSMENTS:**

Students will demonstrate achievement of the standards by:

1. Practice more advanced locomotor skills such as karaoke, running backwards, power skipping, etc. (Course Standard 1)
2. Demonstrate understanding of rules and strategies during different games and activities, linked with SWPBIS (School Wide Positive Behavior). (Course Standard 2)
3. Demonstrate knowledge and skills related to cooperative learning and good sportsmanship. (Course Standard 3)
4. Discuss medicine safety and dental hygiene. (Course Standard 4)
5. Discuss refusal skills and ways to handle different situations. (Course Standard 5)
6. Identifying stress in self and others. (Course Standard 5)
7. Showing empathy towards self and others during class. (Course Standard 6)
8. Using MyPlate to create a well-balanced meal. (Course Standard 7)
9. Identify and know the function of the digestive system. (Course Standard 8)

**TITLE OF HEALTH UNITS:**

1. Health - What is health? (Review), How to be healthy?, Types of health.
  - a. SEL- Social emotional learning. What are emotions, how can we handle our emotions, Empathy?, Understanding others feelings, Positive relationships anf decisions.
2. Conflict Resolution/Emotional Health - Review, emotions and feelings, methods of communication, stress management strategies, how you can help someone feeling bad

(compliments, buddy bench), what to do when someone wants you to do something bad, conflicts (refusal skills, say no, walk away, talk to them about it).

3. Nutrition - Food groups (creating a meal/balanced diet, importance of breakfast), digestive system.
4. Disease Prevention - Ways to fight germs (immune system, medicine, medicine safety), dental hygiene habits, discuss how to maintain personal health.
5. Body Systems - circulatory, scholastic books (human body - brain, skin and bones), immune system (germ unit)
6. Car and Bike Safety - Review previous units (car, bus, bike, etc.), playground safety, summer safety (sun, pool, etc.)

### **TITLES OF FITNESS UNITS:**

1. Cooperative Learning
2. Introduction to Fitness and fitness testing practicing fitness test below.
  - a. Sit-ups
  - b. Push-ups
  - c. Sit and Reach
  - d. Bent Arm Hang
  - e. Pacer Test (Testing 2 times throughout the school year)
  - f. Endurance Run (½ mile)
3. Track and Field (Stations to practice skills)
4. Dance
5. Yoga
6. Skills Development:
  - a. Locomotor movements
  - b. Non-locomotor movements
  - c. Manipulative movements
  - d. Relationships
  - e. Combination movements
  - f. Spatial awareness
  - g. Effort

### **SAMPLE INSTRUCTIONAL STRATEGIES:**

1. Active participation
2. Cooperative groups
3. Demonstration
4. Explanation
5. Peer tutoring
6. Trial and error
7. Peer and self evaluation
8. Problem solving
9. Guided discovery
10. Technology

**MATERIALS:**

1. Appropriate equipment and materials for specifically designed activities.
2. Health Smart Curriculum
3. Other health related resources(internet, journals, videos)
4. Howard County Public School System Health Curriculum (Used as a guideline)

**METHODS OF ASSISTANCE AND ENRICHMENT:**

1. Adaptive Wellness and Fitness
2. Teacher
3. Peer assistance
4. Inclusion theory in practice
5. Technology

**METHODS OF EVALUATION:**

1. Skills testing
2. Peer evaluation
3. Self evaluation
4. Teacher observation
5. Projects (Health)

**INTEGRATED ACTIVITIES:**

1. Concepts
  - understand rules, teamwork, strategies, technique
  - demonstrate knowledge of basic concepts
  - distinguish between safe and risky or harmful behaviors
  - understand the personal responsibility and impact of the choices we make (friends, groups, drugs)
  - understand the many influences on self esteem
  - exhibit and understand the need for cooperative behavior
  - understand the skills needed for effective communication
  - understanding the physical and emotional changes of puberty and acknowledging the changes as a normal part of growth and development
2. Communication
  - perform activities
  - listen, appreciate, recognize, describe and understand
  - verbal and physical responses
3. Thinking/Problem Solving
  - observe
  - describe
  - present options
  - make decisions
  - listen
  - cooperate
4. Application of Knowledge

- correct use of equipment
- recognize skill
- demonstrate skill
- evaluate (self and others)
- class work
- discussions

#### 5. Interpersonal Skills

- demonstrate teamwork
- respect others - likes and differences
- develop leadership
- communicate effectively
- sportsmanship
- use all skills and equipment in a safe environment
- respect diversity
- recognize and practice cooperation skills