



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Wellness and Fitness Grade Level(s): 3 Units of Credit: N/A Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 2 Length of Period: 40 minutes Total Instructional Time: 40 hours
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Course Description

This planned wellness/fitness course provides developmentally appropriate instruction in the areas of traditional health education, as well as providing a focus on the development of healthful attitudes, behaviors, cognitive development, and behavior skill building. Five life skills form the core of the planned instruction; they are self-esteem building, decision making, effective communication, goal setting, and management. In wellness classes, the students continue to build upon the basic terms and concepts. The students start to utilize the information in projects. This fitness education planned course focuses on the development of appropriate movement skills, psychomotor, cognitive, and affective learning experiences through the use of various games and activities that promote physical fitness, sportsmanship, and participation. The primary focus in fitness classes is locomotor skills while using equipment. Basic skills are first introduced at this level.

Instructional Strategies, Learning Practices, Activities, and Experiences

Think Pair Share	Bell Ringers	Class Discussions
Closure	Thinking	Paper and Pencil Activities
Differentiation	Teacher Demonstrations	Posted Objectives
Agendas	Presentations	Wait-Time
Wait-time Extended	Interaction Sequence	Modeling
Guided Practice	Closure	Goal Setting
Videos/DVDs	Posters	Role Playing
Visual Aids	Temporary Pass Option	On the Clock
Individual/Partner/Group Activities and Games	Fitness Technology	

Assessments

Cooperative Group Activity Performance Tasks	Teacher Observations	Teacher-Made Quizzes
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Materials/Resources

Know Your Body Health Education Curriculum
Trade Books
Music
School Counselors

Posters
Videos/DVDs
Internet
My Plate / My Pyramid

Equipment
Supplies
American Heart Association Jump Rope for Heart
Educational Resources

Adopted: 1/27/88

Revised: 8/16/89; 9/3/91; 8/19/93; 3/15/95; 8/16/00; 8/21/06; 6/20/11; 5/16/16

Departmental Revision: 10/17

Skill Builders	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Self-esteem	10.2.3.D - Identify the steps in a decision-making process.
Communications	10.3.3.C - Recognize conflict situations and identify strategies to avoid or resolve.
Decision Making	
Goal Setting	
Stress Management	
<u>Related Vocabulary</u> feelings passive aggressive Assertive communication choices decisions consequences evaluation short-term goals long-term goals obstacles stress relaxation self-control	

Movement Skills	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Gross Motor</p> <p>Locomotor - Run, leap, hop, skip, jump, gallop, slide, walk</p> <p>Non-locomotor - Bend, stretch, twist</p> <p><u>Related Vocabulary</u></p> <p>gross motor locomotor non-locomotor physical activity personal space space awareness bend stretch twist body awareness walk run leap hop skip jump slide pace aerobic anaerobic strength endurance flexibility</p>	<p>10.4.3.A - Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.3.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>10.4.3.C - Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <p>10.4.3.D - Identify likes and dislikes related to participation in physical activities.</p> <p>10.4.3.E - Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.4.3.F - Recognize positive and negative interactions of small group activities.</p> <p>10.5.3.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.3.B - Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <p>10.5.3.D - Identify and use principles of exercise to improve movement and fitness activities.</p> <p>10.5.3.E - Know and describe scientific principles that affect movement and skills using appropriate vocabulary.</p> <p>10.5.3.F - Recognize and describe game strategies using appropriate vocabulary.</p>

Health Related Fitness	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Combined Skills Manipulative Skills Spatial Awareness Fine Motor Visual discrimination Balance <u>Related Vocabulary</u> throwing catching rolling striking dribble tracking kicking balance personal space levels strong side weak side pull push pace speed dodging fleeing	10.4.3.A - Identify and engage in physical activities that promote physical fitness and health. 10.4.3.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.C - Know and recognize changes in body responses during moderate to vigorous physical activity. 10.4.3.D - Identify likes and dislikes related to participation in physical activities. 10.4.3.E - Identify reasons why regular participation in physical activities improves motor skills. 10.4.3.F - Recognize positive and negative interactions of small group activities. 10.5.3.A - Recognize and use basic movement skills and concepts. 10.5.3.B - Recognize and describe the concepts of motor skill development using appropriate vocabulary. 10.5.3.D - Identify and use principles of exercise to improve movement and fitness activities. 10.5.3.F - Recognize and describe game strategies using appropriate vocabulary.

Dance	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Temporal Awareness</p> <p><u>Related Vocabulary</u></p> <p>rhythm beat right left forward backward side steps turning sway skip hop personal space swing your partner</p>	<p>10.4.3.A - Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.3.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>10.4.3.C - Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <p>10.4.3.D - Identify likes and dislikes related to participation in physical activities.</p> <p>10.4.3.E - Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.4.3.F - Recognize positive and negative interactions of small group activities.</p> <p>10.5.3.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.3.D - Identify and use principles of exercise to improve movement and fitness activities.</p> <p>10.5.3.F - Recognize and describe game strategies using appropriate vocabulary.</p>

Sportsmanship	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Cooperative/Individual Awareness</p> <p>Competitive Awareness</p> <p><u>Related Vocabulary</u> sportsmanship cooperation teamwork practice goals strategies</p>	<p>10.4.3.A - Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.3.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.</p> <p>10.4.3.C - Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <p>10.4.3.D - Identify likes and dislikes related to participation in physical activities.</p> <p>10.4.3.E - Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.4.3.F - Recognize positive and negative interactions of small group activities.</p> <p>10.5.3.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.3.F - Recognize and describe game strategies using appropriate vocabulary.</p>

Participation	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Individual competition <u>Related Vocabulary</u> participation self-testing fitness attitude	10.4.3.A - Identify and engage in physical activities that promote physical fitness and health. 10.4.3.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.C - Know and recognize changes in body responses during moderate to vigorous physical activity. 10.4.3.D - Identify likes and dislikes related to participation in physical activities. 10.4.3.E - Identify reasons why regular participation in physical activities improves motor skills. 10.4.3.F - Recognize positive and negative interactions of small group activities. 10.5.3.A - Recognize and use basic movement skills and concepts. 10.5.3.F - Recognize and describe game strategies using appropriate vocabulary.

Safety Smart	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Safe Practices in the Home, School, and Community</p> <p>First Aid</p> <p>Home Alone</p> <p>Sun Smart Behaviors</p> <p><u>Related Vocabulary</u> safety life threatening first Aid abuse strangers trusted adults UV rays cancer sun block rules</p>	<p>10.2.3.B - Identify health-related information.</p> <p>10.2.3.D - Identify the steps in a decision-making process.</p> <p>10.2.3.E - Identify environmental factors that affect health.</p> <p>10.3.3.A - Recognize safe/unsafe practices in the home, school and community.</p> <p>10.3.3.B - Recognize emergency situations and explain appropriate responses.</p> <p>10.3.3.D - Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).</p>

Body Fuel	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>My Pyramid /My Plate</p> <p>Meal Planning</p> <p><u>Related Vocabulary</u></p> <p>MyPyramid</p> <p>grains</p> <p>vegetables</p> <p>fruits</p> <p>milk</p> <p>meat and beans</p> <p>oils</p> <p>water</p> <p>calories</p> <p>nutrients</p> <p>fats</p> <p>vitamins</p> <p>energy</p> <p>minerals</p> <p>choices</p>	<p>10.1.3.C - Explain the role of the food guide pyramid in helping people eat a healthy diet.</p> <p>10.2.3.B - Identify health-related information.</p> <p>10.2.3.C - Identify media sources that influence health and safety.</p> <p>10.2.3.D - Identify the steps in a decision-making process.</p>

Fitness is Fun	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Muscles and Joints	10.1.3.B - Identify and know the location and function of the major body organs and systems.
Heart and Lungs	10.2.3.B - Identify health-related information.
Warm-up/Cool Down	10.2.3.D - Identify the steps in a decision-making process.
Systems	10.3.3.D - Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).
<u>Related Vocabulary</u>	10.4.3.A - Identify and engage in physical activities that promote physical fitness and health.
muscles	10.4.3.B - Know the positive and negative effects of regular participation in moderate to vigorous physical activities.
joints	10.4.3.C - Know and recognize changes in body responses during moderate to vigorous physical activity.
heart	10.4.3.D - Identify likes and dislikes related to participation in physical activities.
lungs	10.4.3.E - Identify reasons why regular participation in physical activities improves motor skills.
circulation	
blood	
safety	
pulse	
warm-up	
cool down	
strength	
aerobic	
anaerobic	
physical activity	
fitness	
cardiovascular	

An Ounce of Prevention	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Germ</p> <p>Modes of Transmission</p> <p>Diseases</p> <p><u>Related Vocabulary</u> germs bacteria viruses contagious communicable non-communicable prevention healthy habits diseases</p>	<p>10.1.3.D - Know age appropriate drug information.</p> <p>10.1.3.E - Identify types and causes of common health problems of children.</p> <p>10.2.3.A - Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</p> <p>10.2.3.B - Identify health-related information.</p> <p>10.2.3.D - Identify the steps in a decision-making process.</p> <p>10.2.3.E - Identify environmental factors that affect health.</p>

I Can Choose	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Tobacco and Alcohol</p> <p>Drug Use</p> <p>Healthy Choices</p> <p><u>Related Vocabulary</u></p> <p>tobacco</p> <p>alcohol</p> <p>drug</p> <p>chemical</p> <p>narcotic</p> <p>cigarette</p> <p>cigar</p> <p>snuff</p> <p>chewing tobacco</p> <p>cancer</p> <p>emphysema</p> <p>ulcer</p> <p>second hand smoke</p> <p>cirrhosis</p>	<p>10.1.3.D - Know age appropriate drug information.</p> <p>10.2.3.B - Identify health-related information.</p> <p>10.2.3.C - Identify media sources that influence health and safety.</p> <p>10.2.3.D - Identify the steps in a decision-making process.</p> <p>10.3.3.C - Recognize conflict situations and identify strategies to avoid or resolve.</p>

Conflict Resolution/Violence Prevention	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Bullies Support System <u>Related Vocabulary</u> bully I messages support system active listening conflict resolution passive aggressive assertive communication	10.2.3.D - Identify the steps in a decision-making process. 10.3.3.A - Recognize safe/unsafe practices in the home, school and community. 10.3.3.B - Recognize emergency situations and explain appropriate responses. 10.3.3.C - Recognize conflict situations and identify strategies to avoid or resolve.

A Changing You	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Uniqueness Growth and Development Responsibilities	10.1.3.A - Identify and describe the stages of growth and development. 10.2.3.B - Identify health-related information. 10.2.3.D - Identify the steps in a decision-making process.
<u>Related Vocabulary</u> unique characteristic quality similarity difference responsibility growth social emotional manners	

The Environment and You	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Environment and You</p> <p><u>Related Vocabulary</u></p> <p>environment earth pollution reduce reuse recycle litter natural resources trash garbage smog</p>	<p>10.2.3.A - Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.</p> <p>10.2.3.B - Identify health-related information.</p> <p>10.2.3.C - Identify media sources that influence health and safety.</p> <p>10.2.3.D - Identify the steps in a decision-making process.</p> <p>10.2.3.E - Identify environmental factors that affect health.</p> <p>10.3.3.A - Recognize safe/unsafe practices in the home, school and community.</p>