



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Wellness and Fitness <b>Grade Level(s):</b> 1 <b>Units of Credit:</b> N/A <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 2 <b>Length of Period:</b> 40 minutes <b>Total Instructional Time:</b> 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 this grade, the primary focus is on understanding the basic terms and concepts for each lesson. 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 for fitness education is the basic locomotor skill development. The activities are based upon the same concepts.

***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
Green Team Puppets (KYB)	Temporary Pass Option	Visual Aids
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  
Green Circle Materials  
School Counselors

Posters  
Videos/DVDs  
Internet  
My Pyramid / My Plate

Equipment and Supplies  
Music  
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 Review:** 10/17

Wellness - Skill Builders	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Self Esteem	10.2.3. B - Identify health-related information. <ul style="list-style-type: none"> <li>• signs and symbols</li> <li>• terminology</li> <li>• products and services</li> </ul> 10.2.3. D -Identify the steps in a decision-making process 10.3.3. C - Recognize conflict situations and identify strategies to avoid or resolve <ul style="list-style-type: none"> <li>• walk away</li> <li>• I-statements</li> <li>• refusal skills</li> <li>• adult intervention</li> </ul> 10.4.3. F - Recognize positive and negative interactions of small group activities. <ul style="list-style-type: none"> <li>• roles (e.g., leader, follower)</li> <li>• cooperation/sharing</li> <li>• on task participation</li> </ul>
Communications	
Decision Making	
Goal Setting	
Stress Management	

Wellness - Safety Smart	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Safe Play</p> <p>Fire safety / 911</p> <p>Strangers / Trusted Adults</p> <p>Good Touch / Bad Touch</p>	<p>10.2.3. D – Identify the steps in a decision-making process.</p> <p>10.3.3. A – Recognize safe/unsafe practices in the home, school and community.</p> <ul style="list-style-type: none"> <li>• general (e.g., fire, electrical, animals)</li> <li>• modes of transportation (e.g., pedestrian, bicycle, vehicular)</li> <li>• outdoor (e.g., play, weather, water)</li> <li>• safe around people (e.g., safe/unsafe touch, abuse, stranger, bully)</li> </ul> <p>10.3.3. B – Recognize emergency situations and explain appropriate responses.</p> <ul style="list-style-type: none"> <li>• importance of remaining calm</li> <li>• how to call for help</li> <li>• simple assistance procedures</li> <li>• how to protect self</li> </ul> <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>

Wellness - Body Fuel	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
My Pyramid/My Plate Eating Habits Go, Slow, WHOA	10.1.3. C – Explain the role of the food guide pyramid in helping people eat a healthy diet. <ul style="list-style-type: none"><li>• food groups</li><li>• number of servings</li><li>• variety of food</li><li>• nutrients</li></ul> 10.2.3. B – Identify health-related information. <ul style="list-style-type: none"><li>• signs and symbols</li><li>• terminology</li><li>• products and services</li></ul> 10.2.3. D - Identify the steps in a decision-making process.

Wellness - Fitness is Fun	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Fitness Choices Jump Rope for Heart Safe Practices	<p>10.1.3. B - Identify and know the location and function of the major body organs and systems.</p> <ul style="list-style-type: none"> <li>• circulatory</li> <li>• respiratory</li> <li>• muscular</li> <li>• skeletal</li> <li>• digestive</li> </ul> <p>10.2.3. B - Identify health-related information.</p> <ul style="list-style-type: none"> <li>• signs and symbols</li> <li>• terminology</li> <li>• products and services</li> </ul> <p>10.2.3. E - Identify environmental factors that affect health.</p> <ul style="list-style-type: none"> <li>• pollution (e.g., air, water, noise, soil)</li> <li>• waste disposal</li> <li>• temperature extremes</li> <li>• insects/animals</li> </ul> <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> <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> <ul style="list-style-type: none"> <li>• heart rate</li> <li>• breathing rate</li> </ul> <p>10.4.3. D - Identify likes and dislikes related to participation in physical activities.</p>

Wellness - An Ounce of Prevention	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Germ</p> <p>Diseases</p> <p>Handwashing</p> <p>Sun Safety</p>	<p>10.1.3. E - Identify types and causes of common health problems of children.</p> <ul style="list-style-type: none"> <li>• infectious diseases (e.g., colds, flu, chickenpox)</li> <li>• noninfectious diseases (e.g., asthma, hay fever, allergies, lyme disease)</li> <li>• germs</li> <li>• pathogens</li> <li>• heredity</li> </ul> <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> <ul style="list-style-type: none"> <li>• signs and symbols</li> <li>• terminology</li> <li>• products and services</li> </ul> <p>10.2.3. D - Identify the steps in a decision-making process.</p>

Wellness - I Can Choose	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Poison Medicines Smoking	<p>10.1.3. D - Know age appropriate drug information.</p> <ul style="list-style-type: none"> <li>• definition of drugs</li> <li>• effects of drugs</li> <li>• proper use of medicine</li> <li>• healthy/unhealthy risk-taking (e.g. inhalant use, smoking)</li> <li>• skills to avoid drugs</li> </ul> <p>10.2.3. B - 10.2.3. B -Identify health-related information.</p> <ul style="list-style-type: none"> <li>• signs and symbols</li> <li>• terminology</li> <li>• products and services</li> </ul> <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> <ul style="list-style-type: none"> <li>• walk away</li> <li>• I-statements</li> <li>• refusal skills</li> <li>• adult intervention</li> </ul>



Wellness - Conflict Resolution	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Feelings	10.2.3. D - Identify the steps in a decision-making process.
Being Kind to Each Other	10.3.3. A – Recognize safe/unsafe practices in the home, school and community.
Green Circle / Diversity	<ul style="list-style-type: none"> <li>• general (e.g., fire, electrical, animals)</li> <li>• modes of transportation (e.g., pedestrian, bicycle, vehicular)</li> <li>• outdoor (e.g., play, weather, water)</li> <li>• safe around people (e.g., safe/unsafe touch, abuse, stranger, bully)</li> </ul>
	10.3.3. B – Recognize emergency situations and explain appropriate responses.
	<ul style="list-style-type: none"> <li>• importance of remaining calm</li> <li>• how to call for help</li> <li>• simple assistance procedures</li> <li>• how to protect self</li> </ul>
	10.3.3. C - Recognize conflict situations and identify strategies to avoid or resolve.
	<ul style="list-style-type: none"> <li>• walk away</li> <li>• I-statements</li> <li>• refusal skills</li> <li>• adult intervention</li> </ul>

Wellness - The Environment and You	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Taking Care of Our Earth  Pollution  Reduce, Recycle, Reuse	10.2.3. A - Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.  10.2.3. B - 10.2.3. B -Identify health-related information. <ul style="list-style-type: none"> <li>• signs and symbols</li> <li>• terminology</li> <li>• products and services</li> </ul> 10.2.3. C - Identify media sources that influence health and safety.  10.2.3. D - Identify the steps in a decision-making process.  10.2.3. E - Identify environmental factors that affect health. <ul style="list-style-type: none"> <li>• pollution (e.g., air, water, noise, soil)</li> <li>• waste disposal</li> <li>• temperature extremes</li> <li>• insects/animals</li> </ul>

Wellness - Changing You	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Uniqueness Responsibilities	10.1.3. A - Identify and describe the stages of growth and development. <ul style="list-style-type: none"><li>• infancy</li><li>• childhood</li><li>• adolescence</li><li>• adulthood</li><li>• late adulthood</li></ul> 10.2.3. D - Identify the steps in a decision-making process.

Fitness – Physical Education	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Movement</p> <ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Locomotor</li> <li>• Non Locomotor</li> </ul>	<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> <ul style="list-style-type: none"> <li>• heart rate</li> <li>• breathing rate</li> </ul>
<p>Health Related Fitness</p> <ul style="list-style-type: none"> <li>• Combined Skills</li> <li>• Manipulative Skills</li> <li>• Spatial Awareness</li> <li>• Fine Motor</li> <li>• Balance</li> <li>• Auditory Discrimination</li> </ul>	<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> <ul style="list-style-type: none"> <li>• roles (e.g., leader, follower)</li> <li>• cooperation/sharing</li> <li>• on task participation</li> </ul>
<p>Dance</p> <ul style="list-style-type: none"> <li>• Temporal Awareness</li> </ul>	<p>10.5.3 A - Recognize and use basic movement skills and concepts.</p> <ul style="list-style-type: none"> <li>• locomotor movements (e.g., run, leap, hop)</li> <li>• non-locomotor movements (e.g., bend, stretch, twist)</li> <li>• manipulative movements (e.g., throw, catch, kick)</li> <li>• relationships (e.g., over, under, beside)</li> <li>• combination movements (e.g., locomotor, non-locomotor, manipulative)</li> <li>• space awareness (e.g., self-space, levels, pathways, directions)</li> <li>• effort (e.g., speed, force)</li> </ul>
<p>Sportsmanship and Participation</p> <ul style="list-style-type: none"> <li>• Cooperative Awareness</li> <li>• Individual Awareness</li> <li>• Individual Competition</li> </ul>	<p>10.5.3. B - Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• form</li> <li>• developmental differences</li> <li>• critical elements</li> <li>• feedback</li> </ul>

Fitness – Physical Education (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Standards – (continued)</p> <p>10.5.3. E - Know and describe scientific principles that affect movement and skills using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• gravity</li> <li>• force production/absorption</li> <li>• balance</li> <li>• rotation</li> </ul> <p>10.5.3. F - Recognize and describe game strategies using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• faking/dodging</li> <li>• passing/receiving</li> <li>• moving to be open</li> <li>• defending space</li> <li>• following rules of play</li> </ul>

Movement Skills	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Gross Motor</p> <p>Locomotor - walk, run, leap, hop, skip, jump, slide and gallop</p> <p>Non-locomotor - bend, stretch and twist</p> <p><u>Related Vocabulary</u>                      gross motor                      locomotor                      non-locomotor                      physical activity                      personal space                      space awareness                      bend                      stretch                      twist                      walk                      run                      leap                      hop                      skip                      jump                      slide                      body awareness</p>	<p>10.4.1.A - Identify and engage in physical activities that promote physical fitness and health.</p> <p>10.4.1.C - Know and recognize changes in body responses during moderate to vigorous physical activity.</p> <p>10.4.1.E - Identify reasons why regular participation in physical activities improves motor skills.</p> <p>10.5.1.A - Recognize and use basic movement skills and concepts.</p> <p>10.5.1.B - Recognize and describe the concepts of motor skill development using appropriate vocabulary.</p> <p>10.5.1.D - Identify and use principles of exercise to improve movement and fitness activities.</p> <p>HSP.10.5.A - Understand that there are many ways to move our body such as locomotor, non-locomotor and manipulative</p> <p>HSP.10.5.B - Know and demonstrate locomotor movements such as walk, run, hop, jump, leap, gallop, slide and skip</p> <p>HSP.10.5.C - Know and demonstrate non-locomotor movements such as bend, stretch, push, pull, swing, sway, strain, shake, twist and turn</p> <p>HSP.10.5.G - Understand that motor skill performance may be different for others even though they are the same age</p> <p>HSP.10.5.H - Understand that you are different from every other child your age: Different abilities; Different size and strength; and Different movement experiences</p> <p>HSP.10.5.I - Understand that when you first learn a new skill, you may not be very good at using the skill</p> <p>HSP.10.5.J - Know that practice and experience make you better at motor skills</p> <p>HSP.10.5.K - Understand that when we practice, we repeat the skill over and over and that we must practice the important parts of the skill correctly</p> <p>HSP.10.5.L - Understand that critical elements are the important parts of the skill and are cues that help students to learn a skill or to perform better</p>

