



**Fairbanks North Star Borough School District
Board Curriculum Committee
A G E N D A**

Date: September 5, 2024 at 5:30 p.m.

Location:

- In-person: FNSBSD Administrative Center, 520 Fifth Avenue, Boardroom, Fairbanks, AK 99701
- Join through Zoom: <https://k12northstar-org.zoom.us/j/84815760048>
- Participate by phone:

1-888-788-0099 (Toll Free)	Webinar ID: 848 1576 0048	*6 mutes and unmutes.
1-877 853 5247 (Toll Free)		*9 raises a caller’s hand.

A. PRELIMINARIES

1. Call to Order

2. Land Acknowledgement Statement: As a standing committee of the School Board, we would like to take this moment to acknowledge we are residing on the traditional land of the Dena (pronounced duhNAY) people.

3. Mission Statement: Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.

4. Roll Call

Jeremiah Bayles
Rachel Blackwell
Brooke Freeburg
Hannah Harp
Don Larson
Elisabeth Nadin
Josh Peter

Natasha Prax
Suzanne Richards
Katina Sammons
William Voelkerding
Alexis Walker
Courtney Young

Nonvoting Members

Chane Beam
Bobby Burgess

B. APPROVAL OF AGENDA

- Recommend approval of the meeting agenda for September 5, 2024.

C. APPROVAL OF MINUTES

- Recommend approval of the meeting minutes for April 18, 2024.

D. COMMITTEE INFORMATION

- 2024-25 Meeting Schedule
- Board Curriculum Committee Information Sheet
- Alaska Open Meetings Act and Robert’s Rules of Order

E. CURRICULUM PROCESS

- [Administrative Regulations 910](#) – FNSBSD Curriculum Cycle

F. CAREER & TECHNICAL EDUCATION (CTE) UPDATE

G. CURRICULUM REVISION

- Art and Music
- Draft 1 of World Language
- Draft 1 of Physical Education
- Draft 1 of Health

H. GENERAL COMMENTS/ QUESTIONS

I. ADJOURNMENT

Upcoming Board Curriculum Committee Meetings

October 3, 2024	January 9, 2025	April 3, 2025
November 7, 2024	February 6, 2025	April 17, 2025 (tentative)
December 5, 2024 (tentative)	March 6, 2025	

**Fairbanks North Star Borough School District
Board Curriculum Committee**

Minutes of April 18, 2024

Mr. Burgess called the meeting to order at 5:30 p.m. in the FNSBSD Administrative Center boardroom, 520 Fifth Avenue, Fairbanks, AK. Committee members attended in person and via Zoom.

Members Present:

Brooke Freeburg
Leslie Greenfield
Mariko Kinikin
Don Larson

Devra Norling
Suzanne Richards
Katina Sammons
April Scott

Nonvoting Members:

Chane Beam
Bobby Burgess

Members Absent:

Loa Hubbard
Katina Sammons
Alexis Walker

Members Excused:

Rachel Blackwell
Matt Mertes
Renee Peterson
William Voelkerding

Guests:

Tara DeVaughn
Virva Elliott
Andrea Wade
Ben Weaver

Committee Support:

Jen Morgan

APPROVAL OF THE AGENDA

The committee discussed moving agenda items D (CTE Curriculum) and E (materials recommendation) around. Ms. Scott moved to accept the revised April 18, 2024 agenda; Mr. Larson seconded. The motion carried unanimously.

APPROVAL OF THE MINUTES

Ms. Scott moved to accept the minutes from the April 4, 2024 meeting; Ms. Kinikin seconded. Hearing no objection or comment, the minutes were approved.

MATERIALS RECOMMENDATION

Ms. DeVaughn went over the materials process timeline during the 2023-24 school year. Before spring break, teachers were given the opportunity to review sample materials and provided feedback. After spring break in March, parents, educators, School Board members, and the community were given the opportunity to look over the sample materials and provide input during the public comment period.

Ms. Elliott, the English Language Learner (ELL) Coordinator, informed the committee that the district is considering ELL materials for English Language Arts (ELA) out of the normal six-year cycle due to a recent influx of immigrant students. New materials are being considered for U.S. English I and II (middle and high school ELA courses). The recommendation for new material is *Get Ready!* (Vista Higher Learning), which has an online component.

Ms. DeVaughn went over the Music materials recommended for adoption. *MusicPlay Online* is recommended for all general music programs at K-5 and K-8 schools. *Sight Reading Factory* and *Breezin' Thru Theory* are recommended for band, orchestra, and choir at all secondary schools. For World Languages, the recommendation is to keep the currently adopted textbooks and adopt *Mango Languages*. *Mango* is a robust online program and offers materials for 78 languages. For high school Environmental Science, *Principals of Environmental Science* (McGraw Hill) was recommended. A textbook titled *Marine Science* was recommended for the high school Marine Science course, and for Biology, *Illinois Storylines* (All Species Consulting) was recommended as a replacement for the version of *Storylines* that is currently adopted but no longer available. Mr. Weaver, a science teacher at West Valley High School, was present to answer questions about *Illinois Storylines*.

Ms. Wade explained the reasoning for recommending *Project Books 1-3* from the Carpenters International Training Fund for CTE Architecture and Construction courses. This will strengthen the partnership with the Carpenters union, and students that go through the FNSBSD Construction program using these materials will be building relationships with the union that can help them when they apply for jobs to join the Construction union after graduation.

Mr. Larson moved to recommend the School Board adopt these materials; Ms. Richards seconded. The motion carried unanimously.

The committee then looked over the draft recommendation memo. **Mr. Larson moved to adopt the memorandum; Ms. Greenfield seconded. The motion carried unanimously.**

CAREER & TECHNICAL EDUCATION (CTE) CURRICULUM

Ms. Wade provided a summary of changes to the Science, Technology, Engineering, and Mathematics (STEM) Curriculum. She explained the process for this curriculum revision started in May 2023, and during a district professional development day in the fall, teachers got together and began working on a course pathway. Then, in December, STEM teachers met to write draft one, and it went out for public comment in January and February of 2024.

Mr. Larson moved to recommend the School Board adopt the CTE STEM curriculum; Ms. Richards seconded. The motion passed unanimously.

The committee then looked over the draft recommendation memo. **Mr. Larson moved to adopt the memorandum; Ms. Kinikin seconded. The motion carried unanimously.**

Ms. Wade provided a summary of changes to the Architecture and Construction curriculum. CTE teachers met in December 2023 to work on draft one, and it went out for public comment in January and February of 2024. The Carpenters union submitted feedback for several changes, which were considered for draft two. Overall, the biggest change was to add middle school courses to provide a construction pathway starting in middle school.

Ms. Kinikin moved to recommend the School Board adopt the CTE Architecture and Construction curriculum; Ms. Richards seconded. The motion passed unanimously.

The committee then reviewed the recommendation memo. **Ms. Scott moved to adopt the memo and send it to the School Board; Mr. Larson seconded. The motion passed unanimously.**

GENERAL COMMENTS/ QUESTIONS

Mr. Burgess mentioned that several committee members had reached the end of their terms and thanked them for serving on the committee. He appreciates their service and stated we couldn't do this work without them. He encouraged them to stay involved and look into joining other committees.

Mr. Larson asked about the curriculum being presented to the School Board. Ms. Morgan responded that the curriculum, materials, and a report will be presented to the Board on May 21 and they are scheduled to vote on June 1.

Ms. Norling stated that her term is ending. She mentioned that she joined fired up to help, but is disappointed on what the committee turned out to be. She felt that when she disagreed with the group, she was shot down. She stated she doesn't agree with nor understand the structure of the curriculum. She stated it was a disappointment to serve on this committee; she felt like she was not heard. She loves to debate, but last year it got crushed. The committee just moved on with other topics. Mr. Burgess encouraged her to contact him directly to discuss improvements for the future.

Ms. Scott enjoyed this part of the process. She stated she disagreed with other members, but they remained professional and were able to talk through it. She thanked the committee.

Ms. Richards stated there were some times of disagreement, but that she understood it was a state or federal mandate thing. She pointed out that they don't always have capability to make these changes, but they can write their legislators.

Mr. Larson thought there was some wonderful discussions. He mentioned that discussions around AP Biology got heated, but he greatly appreciates the dialogue that came out of this.

ADJOURNMENT

Ms. Scott moved to adjourn the meeting; Mr. Larson seconded. Hearing no objection or further comment, the meeting was adjourned 6:30 p.m.



Board Curriculum Committee 2024 – 2025 Meeting Schedule

Administrative Center
Boardroom (1st Floor)
520 Fifth Avenue, Fairbanks, AK 99701

Meeting time is 5:30 – 7:30

Thursday, September 5, 2024

Thursday, October 3, 2024

Thursday, November 7, 2024

Thursday, December 5, 2024 **(tentative)**

Thursday, January 9, 2025

Thursday, February 6, 2025

Thursday, March 6, 2025

Thursday, April 3, 2025

Thursday, April 17, 2025 **(tentative)**

Agenda packet is posted on the district website at www.k12northstar.org/school-board/school-board-committees/board-curriculum-committee.

For questions or additional information, please contact

Jennifer Morgan

Material Development Specialist

Dept. of Teaching & Learning

452-2000, ext. 11421 or

jennifer.morgan@k12northstar.org.

Revised: May 17, 2024



Board Curriculum Committee Information Sheet

The Board Curriculum Committee (BCC) is established in accordance with [Policy 236.1](#) (School Board Committees to Advise Administration and the School Board) and [Policy 910.1](#) (Curriculum Development). Administrative Regulation [\(AR\) 236.1](#) details the structure of administrative committees, [AR 910](#) outlines the process for curriculum development, [AR 910.1](#) states a review of current needs and relevant educational research must be conducted prior to curriculum revision, and [AR 910.3](#) establishes that revised curricula will be presented to the BCC.

MEMBERSHIP OF THE COMMITTEE:

The BCC consists of 13 members, including one non-voting School Board member assigned by the Board president to chair the committee and one non-voting administrative staff member assigned by the superintendent to provide support and act as chair in the absence of the assigned Board chair. The BCC also contains one elementary and one secondary principal assigned to the committee by the Fairbanks Principals' Association (FPA) president, one elementary and one secondary teacher assigned to the committee by the Fairbanks Education Association (FEA) president, one tribal consultation representative assigned to the committee by the Fairbanks Native Association executive director, one military-connected member assigned by the Board Military Advisory, and one student assigned by the Regional Student Council. Additionally, three parents and one community-at-large members are selected to participate on the BCC via an application process, with the final selection made by the Board chair. Voluntary BCC members are limited to membership on one committee. District employees may serve on the BCC in the capacity of a parent or community member.

LENGTH OF TERMS:

The committee meets on the school year schedule; members' terms start in September and are completed in May.

- School Board chair - appointed annually (1 year term; 2 term limit, unless waived by the Board president)
- Administrative Staff Member – appointed annually (no term limit)
- Principals – appointed annually (1 year term; 2 term limit)
- Teachers – appointed annually (1 year term; 2 term limit)
- Student – appointed annually (1 year term; 1 term limit)
- Tribal Consultation Member – appointed annually (2 year term, 1 term limit)
- Parents – selected through application process (2 year term; 1 term limit)
- Community members – selected through application process (2 year term; 1 term limit)

A committee member that wants to continue to serve after reaching their term limit must allow one year to pass prior to reapplication or request for assignment.

STAFF TO THE COMMITTEE:

The superintendent may assign additional district staff to the BCC in order to provide support and resources as necessary. The additional staff are not voting members of the committee.

MEETINGS:

As a Board committee, a quorum is required for the committee to meet. A quorum shall be a majority of filled voting member positions or five, whichever is less. All meeting procedures will follow *Robert's Rules of Order*, and the BCC is subject to the Alaska Open Meetings of Governmental Bodies Act ([AS 44.62.310](#)). Meetings will be held prior to presenting recommendations for adopting curriculum or textbooks/materials to the School Board. The

meetings will be public; public testimony is not taken during the meetings. Committee meetings will not be held during recognized school holidays or breaks, and if school is cancelled such as for inclement weather.

ATTENDANCE:

If a voting member misses more than three meetings, they may be dismissed and replaced by the committee chair.

Board Committee Standards:

Board committee members are expected to work productively. A committee member who demonstrate a pattern of disrespectful behavior towards other committee members or attendees may be removed from the committee upon the recommendation of the chair. The Board president or superintendent will approve or deny the recommendation after consulting with legal, if appropriate.

SCOPE OF RESPONSIBILITIES:

The BCC will act in an advisory capacity regarding all aspects of curriculum development. The curriculum review process requires two separate and distinct actions to be taken by the Board: adoption of the curriculum and adoption of the textbooks/materials. The BCC will review each of these recommended actions prior to it being forwarded to the Board for adoption.

Curricular issues of interest to parents, students, and staff will be addressed by the BCC. The subject areas focused on each year will be the curricula identified for evaluation and development. Committee members will gain understanding of the curriculum development process and may provide input on curriculum development from a variety of perspectives. The BCC will receive information from the administration staff and/or curriculum committees regarding the revisions under consideration. The BCC also has the option to make a committee recommendation to the School Board.

REPORTING:

BCC meeting notes will be posted on the school district's website. Recommendations from the BCC will be presented to the School Board via written reports, as appropriate, by the committee chair or the administrative staff member.

Board Curriculum Committee

Quick Reference for AK Open Meetings Act & Robert's Rules

- Board committees are governed by:
 1. state statutes and the Alaska Open Meetings Act (§44.62.310-319),
 2. school board policies and administrative regulations, and
 3. in the absence of either, the latest edition of Robert's Rules of Order.
- All meetings must be properly noticed to the public a minimum of five days prior to the meeting.
- The agenda is emailed to committee members and posted on the district website. It cannot be changed once posted unless there is time to properly re-notice the change (four days before meeting). New or additional items cannot be added to the agenda at the meeting, but items can be removed or rearranged.
- All business must be conducted at a properly noticed meeting - no business can be conducted through emails, texts, etc., including providing personal opinions or discussions. Group correspondence outside properly notices meetings could be a violation of the Alaska Open Meetings Act. Emails to the group on general committee operations or to provide one-way factual data/information is allowed.
- A quorum must be established to conduct business.
- Meetings are recorded for public record and audio is posted on the district website.
- When speaking, identify yourself for the record, speak clearly and concisely, and obey the rules of debate.
- The structure of meeting adheres to federal law, the Open Meetings Act and/or state statute, borough ordinance, board policies, and if not addressed through any of these avenues, Robert's Rules of Order. The public needs to know when a meeting is called to order, who was in attendance, agenda items, action taken by the committee, who made motions, how the members voted, adjournment, etc.
- Public testimony is not taken during Curriculum Committee meetings.
- Closing comments should be general in nature. All comments related to agenda items should be made when the item is up for discussion to alleviate the chance of an item being rehashed after it has been disposed of, which is not fair to the public process as it does not allow for full debate or provide opportunity for response.

Robert's Rules of Order

Motions

A motion is a proposal the entire membership takes action or a stand on an issue. Individual members:

1. Call to order.
2. Move a motion.
3. Second a motion.
4. Debate motions.
5. Vote on motions.

Basic Types of Motions

- Main motions introduce items to the membership for their consideration, cannot be made when any other motion is on the floor, and yield to privileged, subsidiary, or incidental motions.

- Subsidiary motions (amendments) change or affect how a main motion is handled and are voted on before a main motion.

Presenting Motions

1. Obtaining the floor.
 - a. Wait until the last speaker has finished.
 - b. Address the chair.
 - c. Wait until the chair recognizes you.
2. Make your motion.
 - a. Speak in a clear and concise manner.
 - b. Always state a motion affirmatively (e.g., “I move that we” rather than “I move that we do not”).
 - c. Stay on subject.
3. Another member will second your motion or the chair will call for a second. If there is no second to your motion, it is lost.
4. The chair states your motion.
 - a. The chair will state “it has been moved and seconded that we...” thus placing your motion before the membership for consideration and action.
 - b. The membership either debates the motion or may move directly to a vote.
 - c. Once your motion is presented to the membership by the chair, it becomes “assembly property” and cannot be changed by you without the consent of the members.
5. Expanding on your motion.
 - a. The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.
 - b. The mover is always allowed to speak first.
 - c. All comments and debate must be directed to the chair.
 - d. Keep to the time limit for speaking that has been established.
 - e. The mover may speak again only after other speakers are finished, unless called upon by the chair.
6. Amendments may put forward to the motion on the floor (same process as for motions) – maker of the amendment speaks first and after discussion, vote on the amendment is called. Once all amendments have been heard and addressed, you can move to vote on the main motion (as amended, if the amendment carried).
7. Putting the question to the membership.
 - a. The chair asks “Are you ready to vote on the question?”
 - b. If there is no more discussion, a vote is taken.

Voting on a Motion

The method of vote on any motion depends on the situation and the bylaws of policy. Options include:

- By voice – the chair asks those in favor to say “aye” and those opposed to say “no.” Any member may move for an exact count.
- By roll call – each member answers “yes” or “no” as his/her name is called. This method is used when a record of each person’s vote is required.

- By general consent – when a motion is not likely to be opposed, the chair says “if there is no objection...” and the membership shows agreement by their silence. However, if one member says “I object,” the item must be put to a vote.

Other Motions Commonly Used

- Motion to table – this is often used in the attempt to “kill” a motion. The option is always present, however, to “take from the table” for reconsideration by the membership.
- Motion to postpone indefinitely – this is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.



Fairbanks North Star Borough School District

WORLD LANGUAGE CURRICULUM

Draft One



To view draft one in its entirety and to leave feedback,
visit the district website at

<https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides>.

Curriculum Revision Process

The Fairbanks North Star Borough School District is revising its World Language Curriculum. A strong and effective final document depends on careful deliberation of the proposed changes. Input from educators, parents, students, and the community is a critical factor in the curriculum revision process.

Per [Administrative Regulations 910](#), this process began with community input and research of current trends, best practices, and alignment to Standards. Each draft is made available to the public, and all feedback is reviewed and considered by the curriculum writers and the Department of Teaching and Learning.

To view draft one in its entirety and to leave feedback, visit the district website at

<https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides>

Proposed Changes to Draft One

High School

There were no changes made to the elementary and middle school sections of the World Language Curriculum. The following changes were made to the high school curriculum:

1. The curriculum writers have changed the structure from course-focused to level-focused. Instead of curriculum for courses, such as Chinese and Spanish, in draft one the writers have included curriculum for levels 1-4 for world language courses. These levels can be applied to all world language courses.
2. As in the currently adopted curriculum, the proposed curriculum allows the option for middle schools to offer a level one high school world language course, which students can take for high school credit.

3. New course:
 - *Russian 1* (This is to replace the Russian pilot course offered at Tanana Middle School.)
 - American Sign Language 1-3 (ASL 1 was recently offered at Lathrop High School as a pilot course.)
4. Some courses have been removed from the curriculum and archived. If a teacher or school is interested in offering one of the archived courses in the future, they can fill out a pilot proposal form and may offer the course, pending Teaching and Learning and superintendent approval. The following courses have been archived:
 - *Chinese Culture* (The topic of culture is covered in levels 1-4.)
 - *French IV* (This course has not recently been offered at schools and no materials have been adopted to teach the course.)
 - *J-Pop Culture* (The topic of culture is covered in levels 1-4.)
 - *Spanish Speaking Countries and Culture* (The topic of culture is covered in levels 1-4.)



Fairbanks North Star Borough School District

World Language Curriculum



2024 – 2025 Revision – Draft 1

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Acknowledgements

Curriculum Writers

Stephanie Ferrara – Lathrop High School

Melissa Hickman – West Valley

Shu Huang – West Valley

Eileen Julian – Effie Kokrine Charter School

Curriculum Researchers

World language teachers met during professional development in September 2023 to begin the research stage for World Language curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning

Mackenzie Staiger – Curriculum Coordinator (elementary)

Tara DeVaughn – Curriculum Coordinator (secondary)

Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statements

Philosophy:

The study of languages and cultures develops appreciation, understanding, and acceptance among the world's peoples, broadens university and career choices, and enhances student performance in other content areas. The study of a world language allows students to recognize their own distinct culture and language, and enriches the students' personal lives. Therefore, studying languages and cultures is an integral part of the essential curriculum for students of all ages and abilities. A successful world language program incorporates varied instructional strategies, technologies, assessments for communicative proficiency, and opportunities to participate in culturally authentic experiences.

Mission Statement:

Our mission is to encourage students to become global citizens by instilling cultural understanding, developing language skills, and promoting life-long learning. Acquiring a new language is an on-going process developed over time; therefore, the Fairbanks North Star Borough School District commits to:

- encouraging students to engage in multiple years of world language education as a life-long learning process;
- creating a classroom environment which supports language acquisition;
- providing instructors who are proficient in the target language, embed best practice pedagogy, and stay up-to-date with current research and findings in providing language instruction;
- integrating various methods, materials, and technology to help students learn to respond, perform, and create in the target language; and
- utilizing community resources to help students make connections locally and world-wide.

Introduction

Our team of World Language writers has developed a curriculum that aligns with local, state, and national standards, organized around the goal areas of the National Standards for Language Learning: communication, cultures, and comparisons. These goal areas not only reflect our state standards but also enable a unified World Language curriculum that can adapt to the specific needs and expertise of our community.

It is expected that all four linguistic domains (listening, reading, speaking, and writing) will be addressed and assessed through the learning at all levels; however, it is completely appropriate for elementary schools to concentrate on speaking and listening. Elementary schools may incorporate exposure to languages through music, art, dancing, etc. The middle school exploratory model is the broader learning of two or more languages and cultures throughout the year.

Single language development, depending on staffing, can begin in middle school and continue in high school. Single language curriculum not listed in this guide may be available to schools through district online options. Additionally, schools wishing to offer languages not in the curriculum may be able to do so through the district's pilot course process. Contact the Department of Teaching and Learning for more information on this process.

Archived Courses

The following courses have been removed from the World Language Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the [district website](#); the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Chinese Culture
- French IV
- J-Pop Culture
- Spanish Speaking Countries and Culture

Explanation of Terms

Ongoing Learner Goals

Objectives that are fostered and reinforced on every suitable occasion. Mastery is not assigned to a specific grade level or course.

NSFL

National Standards for Language Learning

AKWL

Alaska World Language

ACTFL

American Council on the Teaching of Foreign Languages

Ongoing Learner Goals

Students will:	Alaska Content Standards:	National Standards:
<ul style="list-style-type: none"> understand and participate in dialogues of increasing complexity 	WL.A; WL.C	NS.1.1-1.3; NS.2.1-2.2; NS.3.1-3.2; NS.4.1-4.2; NS.5.1-5.2
<ul style="list-style-type: none"> use correct grammatical structures in communication 	WL.A; E/LA.A.1,2	NS.1.1-1.3
<ul style="list-style-type: none"> understand and compare target language and culture by examining one’s own language and culture 	WL.B; WL.C; E/LA.E.1; A.B.2, A.D.5; G/C.A.4; H.B.1; CS.A.5,7; CS.B.1,2; CS.E.1,2,5,8	NS.2.1-2.2
<ul style="list-style-type: none"> be aware of cultural differences and interact appropriately in multilingual environments 	WL.A; WL.C; E/LA.A.6; E/LA.E; CS.C.4	NS.2.1-2.2; NS.5.1-5.2
<ul style="list-style-type: none"> apply language skills and cultural knowledge to enhance personal, intellectual, and social growth 	WL.B; WL.C; A.B.2,7,8; H.C; HL.C.6	NS.3.1-3.2; NS.5.1-5.2
<ul style="list-style-type: none"> increase proficiency in writing ideas and opinions using a variety of expressions and technologies 	WL.A; E/LA.A.1,2,4,5,7,8; H.D.3,6; L/IL.B.1,5	NS.1.1-1.3
<ul style="list-style-type: none"> read and listen to comprehend increasingly complex selections 	WL.A; E/LA.B; E/LA.D.1; E/LA.E	NS.1.1-1.2; NS.5.2
<ul style="list-style-type: none"> work to improve pronunciation skills 	WL.A; E/LA.A.3	NS.1.1-1.2
<ul style="list-style-type: none"> utilize available resources to experience authentic cultural and language exposure, and to participate in multicultural events 	WL.B; WL.C; A.A.1; A.B.2; CS.C.4; CS.D.4, CS.E.1,3	NS.3.2; NS.5.1
<ul style="list-style-type: none"> utilize target language to discuss issues of local and global importance 	WL.A; WL.B; WL.C; E/LA.D; G.A.1,5; G.B.1; G.F.6; G/C.D.5, H.A	NS.4.2; NS.5.1; NS.2.1; NS.3.1
<ul style="list-style-type: none"> seek opportunities for immersion in the target language 	WL.B; WL.C; A.A.1; A.B.2; G.B.6; CS.C.4	NS.5.1-5.2; NS.4.1-4.2
<ul style="list-style-type: none"> develop an understanding of how language and history have shaped the target language culture 	WL.B; WL.C; G.B.1,3,4,7,8; G.D.1,4,5; G.F.5,6; H.B; H.C	NS.2.1-4.2
<ul style="list-style-type: none"> investigate career opportunities that require knowledge of the target language as a necessary skill 	WL.C; EM.A.2; EM.B.4	NS.5.1-5.2

Suggested Guidelines for Elementary



Grades K-5

This section provides examples of what a comprehensive world language program might look like in a K-5 elementary.

Elementary Introduction

The primary focus is on understanding and speaking.

Elementary programs focus on the development of listening and speaking skills and on cultural awareness. Grammar is learned indirectly, rather than through direct instruction.

Elementary programs follow the natural sequence of language learning:

- understanding
- speaking
- reading
- writing

Instructional techniques appropriate for young children are central to this level of language introduction; physical activity, music, and concrete experiences play an important role. Visuals, manipulatives, and music are a crucial part of the elementary classroom. Therefore, the typical elementary lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the younger child. The goals of elementary programs are to introduce students to a world language and culture, and to motivate them to pursue further language study.

The ability of elementary schools to offer specific world language programs varies based on available resources. Cultural awareness and world languages should be integrated into students' course of study through other curricula, including literature and social studies. Elementary schools may incorporate exposure to languages through music, art, dancing, etc.

After completion of the exploratory elementary world language program, students will move into exploratory models of learning.

Kindergarten – Grade 1

Grade: K-1	Overview: In this class, students will focus on music, dance, art, books, food, and games in the target language and culture.
Prerequisites: None	

Themes	Objectives Students will:	Suggested Activities
<ul style="list-style-type: none"> • Music • Dance • Arts • Literacy • Food <ul style="list-style-type: none"> ▪ Traditional dishes ▪ Holiday foods • Games • Classroom Routines 	<ul style="list-style-type: none"> • know that some people speak other languages • know that other languages have unique cultural components • know that other languages are written differently than English • recognize and sing along to authentic children's songs • participate in authentic dance from the culture • create artwork inspired by authentic culture, and know how the art and culture are connected • listen to and view children's books read to them in the target language • know some foods and ingredients from the culture • recognize enough spoken vocabulary to participate in classroom routines and language games 	<ul style="list-style-type: none"> • Present a concert to families and community of songs and dance that children can perform • Display artwork with a description of the cultural connection • Display bulletin boards of books children have chosen and heard read to them • Students make a pictorial recipe, help prepare, and eat foods • Students play games such as <i>Simon Says</i>, <i>Head, Shoulders, Knees, and Toes</i>, or <i>Bingo</i> • Students respond to basic classroom commands in the target language

Grades 2-3

Grade: 2-3	Overview: Students will focus on instruction for music, dance, art, books, projects, food, and games in the target language and culture. Basic themes can be introduced as time allows, without the expectation of mastery. The focus is keeping the students engaged and successful in activities.
Prerequisites: None	

Themes	Objectives Students will:	Suggested Activities
<p>Personal Information</p> <p>Ask / Tell</p> <ul style="list-style-type: none"> ▪ greetings, introductions, leave-taking ▪ age ▪ where they are from ▪ discuss cultural differences <p>Basics</p> <ul style="list-style-type: none"> ▪ numbers 0-30 ▪ colors ▪ alphabet, accent marks, pronunciation ▪ classroom commands and phrases ▪ question words <p>School</p> <ul style="list-style-type: none"> ▪ ask / tell time ▪ numbers 30-1000 ▪ ask / tell about classes and school ▪ ask / tell about teachers ▪ ask / tell about classroom objects ▪ use prepositions of location with objects ▪ compare target country's public school routines and systems <p>Weather/Seasons/Calendar</p> <ul style="list-style-type: none"> ▪ date and month ▪ seasons 	<ul style="list-style-type: none"> • recognize and sing along to children's songs • participate in dance from the culture • create artwork inspired by culture, and know how the art and culture are connected • listen to and view children's books read to them in the target language • know some foods and ingredients from the culture • recognize enough spoken vocabulary to participate in language games • sing an alphabet song and begin to sound out words • respond appropriately to greetings such as "hello," "goodbye," and "how are you?" • count up to thirty in the target language • recognize names for some classroom objects 	<ul style="list-style-type: none"> • Display bulletin board of books children have chosen and heard read to them • Use cooperative structures to practice vocabulary strands • Students write holiday cards in target language to classmates or family • Students participate in a fashion show, that a partner narrates, displaying clothing • Students create a map of their town appropriately labeled • Students play games that require knowledge of vocabulary such as letters, colors, and numbers • Students create a book or poster with personal information, family, and pictures • Students create bar graphs of various student pastime activities • Students practice activities, such as following directions, which require knowledge of vocabulary strand (point to the window, please give me the marker, color the tree purple, draw a mean dog, <i>Simon Says</i>, etc.) • Students participate in many guided and modeled conversations based on vocabulary strands • Students perform short skits in class of varying length to practice vocabulary strands

<ul style="list-style-type: none"> ▪ holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> ▪ seasonal sports and activities ▪ likes/dislikes ▪ hobbies ▪ ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> ▪ relationships ▪ physical description ▪ personality description ▪ household pets <p>Home</p> <ul style="list-style-type: none"> ▪ rooms in house ▪ basic furniture ▪ basic chores <p>Communities</p> <ul style="list-style-type: none"> ▪ places in the city (bank, library, restaurant, etc.) ▪ modes of transportation <p>Food</p> <ul style="list-style-type: none"> ▪ fruits, vegetables ▪ meat and dairy ▪ drinks ▪ traditional dishes ▪ holiday foods <p>Culture</p> <ul style="list-style-type: none"> ▪ music ▪ dance ▪ art ▪ holidays ▪ famous people ▪ national pastimes and interests 		<ul style="list-style-type: none"> • Students physically act out a simple book or play that the teacher reads aloud (<i>Goldilocks and the Three Bears</i> or any culturally appropriate story) • Students orally present personal information about themselves to peers • Sing songs to families and community • Present dance to families and community • Display artwork with description of the cultural connection • Students write and illustrate recipe ingredients and help prepare and eat foods
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Grades 4-6: Beginning World Language Literacy

Grade: 4-6	Overview: Students review and learn basic vocabulary that was likely introduced in the younger grades. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills to be introduced, as appropriate for the language, include pronunciation, oral presentation, spelling, and writing. Beginning grammar and geography skills are introduced (examples in Spanish would be the concept of subject pronouns, verb conjugation, and noun/adjective agreement).
Prerequisites: None	

• Themes	Objectives Students will:	Suggested Activities
<p>Personal Information</p> <p>Ask / tell</p> <ul style="list-style-type: none"> greetings, introductions, leave-taking age where they are from discuss cultural differences <p>Basics</p> <ul style="list-style-type: none"> numbers 0-30 colors alphabet, accent marks, pronunciation classroom commands and phrases question words <p>School</p> <ul style="list-style-type: none"> ask / tell time numbers 30-1,000 ask / tell about classes and school ask / tell about teachers ask / tell about classroom objects use prepositions of location with objects compare target country's public school routines and systems 	<p>Culture:</p> <ul style="list-style-type: none"> continue learning as they did in younger grades with songs, dance, art, food, and games know how to show respect and interact in everyday situations according to target culture know how to respond appropriately to many everyday greetings <p>Geography:</p> <ul style="list-style-type: none"> be familiar with basic physical and political geography of areas where language is spoken <p>Literacy and Grammar:</p> <ul style="list-style-type: none"> understand many phonetic skills necessary to decode writing begin to sound out and write words, not based on rote memorization begin to decode a dictation use comprehension skills, such as cognates, to assist in understanding begin to understand writing conventions 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families and younger students Engage in structured conversational practice on a regular basis with the vocabulary strand that is currently being taught Re-create, decorate, and label maps of the language area Start a writing notebook with grammar notes, dictations, verb practice, and writing exercises Present a personal information show and tell with structured phrases and visual aids (age, grade, home town, interests, family members) Write and share their daily schedule practicing time vocabulary with illustrations Describe which seasons they prefer and the kinds of activities that they do in each season or weather. Play student-created games to practice numbers up to 100 Celebrate common holidays from the culture

<p>Weather/Seasons/Calendar</p> <ul style="list-style-type: none"> • date and month • seasons • holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> • seasonal sports and activities • likes/dislikes • hobbies • ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> • relationships • physical description • personality description • household pets <p>Home</p> <ul style="list-style-type: none"> • rooms in house • basic furniture • basic chores <p>Communities</p> <ul style="list-style-type: none"> • places in the city (bank, library, restaurant, etc.) • modes of transportation <p>Food</p> <ul style="list-style-type: none"> • fruits, vegetables • meat and dairy • drinks • traditional dishes • holiday foods <p>Geography</p> <ul style="list-style-type: none"> • location of target countries 	<ul style="list-style-type: none"> • become familiar with varying accents of native speakers • begin to understand the concept of verb conjugation in the present tense • begin to understand the concept of subject and adjective use • participate appropriately in a class taught entirely in the target language • sound out and pronounce well enough to be understood by teacher <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands with few enough errors to be comprehensible • use knowledge of vocabulary for receptive understanding • use vocabulary to play games and complete projects 	<ul style="list-style-type: none"> • Using props and structured language perform a marketplace skit to buy and sell food items • Create and share a diorama of an invented town with important landmarks • Use pre-written scripts or common stories to perform short skits to practice target vocabulary, reading, and pronunciation • Write and perform short skit which incorporates basic information exchange with a new student <ul style="list-style-type: none"> • Create a country or region project with PowerPoint, including accurate pictures and very basic vocabulary to share with classmates • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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<ul style="list-style-type: none"> • capitals • major geographic features of target countries • physical divisions of countries (regions, states, etc.) • monetary units <p>Culture</p> <ul style="list-style-type: none"> • music • dance • art • holidays, celebrations • famous people • national pastimes and interests 		
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Grades 4-6: Intermediate World Language Literacy

Grade: 4-6	Overview: Students practice basic vocabulary via projects, which allow for differing levels of mastery. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Many themes may be introduced by the end of this class, but students are not expected to master all themes. Students will still be beginning-intermediate speakers at the end of this class.
Prerequisites: One or more years of <i>Beginning World Language Literacy</i> or teacher permission	

Themes	Objectives Students will:	Suggested Activities
<p>Review and reinforcement of <i>Beginning World Language Literacy</i> themes and also an introduction of the following:</p> <p>Health</p> <ul style="list-style-type: none"> body parts daily routines for self-care symptoms of common illnesses <p>Travel</p> <ul style="list-style-type: none"> making reservations transportation exchange currency <p>Food</p> <ul style="list-style-type: none"> restaurant – order/comment on food market Cultural aspect: <ul style="list-style-type: none"> recipes/traditional foods from the target country legends pertaining to food (Spanish) bargaining <p>Family</p> <ul style="list-style-type: none"> extended family 	<p>Culture:</p> <ul style="list-style-type: none"> continue learning as they did in younger grades with songs, dance, art, food, and games show respect and interact in everyday situations according to target culture respond appropriately to many everyday greetings <p>Geography:</p> <ul style="list-style-type: none"> be familiar with physical and political geography of areas where language is spoken be familiar with basic history of areas where language is spoken <p>Literacy and Grammar:</p> <ul style="list-style-type: none"> read and orally present short poems and book passages speak clearly enough for a sympathetic listener to understand them decode well enough to write the main points of a dictation listen and read well enough to understand main points from a sympathetic speaker or illustrated text 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families Engage in structured conversational practice on a regular basis with increasing levels of student input and time allowed for speaking Re-create, decorate, and label maps of the language area to include major landforms Continue a writing notebook with grammar notes, dictations, and writing exercises Use pre-written and student-made scripts to perform short skits to practice target vocabulary Re-do projects from earlier grades incorporating less structure, allowing for more student interest, and age maturity. For example, rather than have students perform actions to a teacher-read skit of <i>Goldilocks</i>, have students read, adapt, and memorize another well-known story or play Create and present a diorama of their ‘dream house’ after viewing real estate listings from the target language country Students research and present a geographically accurate weather report from the target country or region

<p>Animals</p> <ul style="list-style-type: none"> • basic animals • description • general habitat (farm, jungle, desert, etc.) • Cultural aspect: <ul style="list-style-type: none"> ○ symbolism of certain animals in the target country <p>House</p> <ul style="list-style-type: none"> • rooms • furniture • building materials • chores • Cultural aspect: <ul style="list-style-type: none"> ○ family responsibilities at home ○ architecture of target countries <p>Media and Technology</p> <ul style="list-style-type: none"> • newspapers • Internet • TV and films • Books • Culture <ul style="list-style-type: none"> ○ art ○ dance ○ music ○ poetry ○ holidays ○ nationalities of target countries ○ famous speakers from target countries <p>Professions</p> <ul style="list-style-type: none"> • basic professions in masculine and feminine forms 	<ul style="list-style-type: none"> • begin to use writing conventions without direct teacher assistance • begin to recognize differences in varying accents of native speakers • use verb conjugation in the present tense in writing • begin to understand and recognize other verb tenses as needed such as preterite, imperfect, and past participle • use subject and adjective agreement in writing • begin to correct self while speaking in order to practice grammatical topics that have been learned <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands • begin to use knowledge of vocabulary strands for structured and unstructured speaking and writing projects • use vocabulary to play games and complete projects • use receptive language to begin to understand other academic content as it relates to target culture, such as math, history, geography, and literature 	<ul style="list-style-type: none"> • Present show-and-tell of favorite activities or pastimes to peers • Label and present a silly monster body using magazine collage and descriptive adjectives • Country report as in beginning level, but with a different region or country and expanded descriptions • Wax museum of a famous person, presented to school or families in target language, with visual aids and/or interpreters to help those that don't speak language • Write essay of what happened over the holidays to practice past tenses • Write and decorate holiday letters or cards for family, other students, or school staff • Write to pen pals from an international pen pal program or a local high school language class • Interview classmates and present in a class newsletter for hobbies, interests, or vacation happenings • Act out a doctor visit, and medication recommendation • Research project from target culture such as animals, art, or history • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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Grades 4-6: Advanced World Language Literacy

Grade: 4-6	Overview: Students will apply vocabulary to accomplish projects which focus on areas of academic interest. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Projects allow for differing levels of mastery. Class themes focus on reinforcement of lower level vocabulary as needed: geography, travel, music, history, art, culture, food, literature, current events, other academic areas, and special topics as approved by the teacher.
Prerequisites: One or more years of <i>Intermediate World Language Literacy</i> or teacher permission	

Themes	Objectives Students will:	Suggested Activities
<p>Reinforcement of vocabulary themes from previous years with ample opportunity for practice and improvement. Additional themes to explore are as follows:</p> <p>Enhancement of Personal Information</p> <ul style="list-style-type: none"> family, childhood (may introduce the imperfect) friendship school hobbies opinions <p>Lifestyles</p> <ul style="list-style-type: none"> life in target countries compare traditional and contemporary lifestyles taking care of oneself (daily routine and health) <p>Literature</p> <ul style="list-style-type: none"> legends, short stories, fairy tales, or articles <p>Music and Art</p>	<ul style="list-style-type: none"> extensively label maps from the target language areas use real websites in the target language to obtain information recognize, identify, and perform various music and dance styles describe basic historical events and some implications for modern life in target areas know some famous artists and recognize their key work interact appropriately with native speakers or in mock-everyday situations identify foods and order food from a menu read and summarize main points from a variety of genres with and without peer or teacher support describe some current events and their significance complete projects with teacher support on areas of academic interest or for dual credit with cooperating co-teacher perform grammar functions from the high school curriculum with increasing complexity 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families Engage in structured and unstructured conversational practice on a regular basis, with high levels of student input Re-create, decorate, and label maps of the language area to include major landforms and other points of interest, such as habitat, populations, animals, dates, points of interest, transportation, etc. Continue a writing notebook with grammar notes, dictations, and writing exercises based on skills in the high school curriculum Use student-made scripts to perform skits to practice target vocabulary Perform for school and family a literary play in target language If available, eat in a local restaurant that can allow students to order in target language Invite native speakers to class to share food in a culturally appropriate way Write, edit, and revise projects such as a structured booklet, poster, or presentation using the vocabulary strands (diorama,

<ul style="list-style-type: none"> contemporary and traditional music and art from target countries express basic opinions of music and art <p>Cultural Heritage</p> <ul style="list-style-type: none"> social issues of the target countries (e.g., immigration, poverty, gender, politics, religion, etc.) stereotypes architecture and building materials in target countries <p>Storytelling</p>		<p>current events reports, debate, weather report, student pastimes, country report, famous person report, what happened over the holidays, holiday letters or cards, pen pals, class interviews, or research project on item from country such as animal, art, or history)</p> <ul style="list-style-type: none"> Use target language to complete projects in other academic areas such as artist study, writing a children's book, poetry recital, science experiment, landform diorama, chemistry experiment, and math applications Visit high schools to connect students with teachers and with older students studying the same target language Engage in a service project Teach lower level students a lesson based on the target language vocabulary strands Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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Example of Elementary World Language Program

The following is an example of a World Language program at the elementary level:

Primary Gwich'in

Grade: K-3	Overview: This course will teach oral proficiency and literacy readiness (introduction to sounds and symbols). Instructional strategies will include Gwich'in for oral proficiency. Scaffolding will be employed to help develop students' comprehension. Hands-on material development with students will emphasize speaking around activities. Reading, stories, and activities will emphasize sounds, classroom commands, and utility.
Length: 2 semesters	
Prerequisites: None	

Themes	Mastery Core Objectives Grammar / Usage / Structure	Suggested Activities
	Students will:	
Introductions	<ul style="list-style-type: none"> introduce self and family, all the way to grandparents ask "Where are you from?" in Gwich'in, and answer the question themselves 	<ul style="list-style-type: none"> nouns will not be taught alone, but as part of sentences questions will be linked to conjugated verbs
Family/Kinship	<ul style="list-style-type: none"> introduce family and friends describe someone using familial terms (e.g., older and younger siblings, aunts and uncles (maternal and paternal)) 	<ul style="list-style-type: none"> once students master the appropriate meanings for verbs and nouns, introduce classificatory verbs use 100 common verb stems by the end of the year
Greetings	<ul style="list-style-type: none"> answer common greetings offer common greetings to others convey emotions and expressions 	
Weather/Seasons	<ul style="list-style-type: none"> use basic weather terms use basic terms for seasons (e.g., summer or fall) in sentences 	
Food	Discuss: <ul style="list-style-type: none"> eating, drinking, cooking, and cleaning traditional diet and nutrition age restrictions on food 	<ul style="list-style-type: none"> preparing cultural foods preserve, prepare, and process meat and fish

Adjectives/Numbers	Describe: <ul style="list-style-type: none"> • shapes • size • length • measurement • colors • numbers up to ten 	
Postpositions (prepositions in English)	<ul style="list-style-type: none"> • use the following words in a sentence: in, under, from, toward, beside, with, on, front of, up, down, back, and behind 	
Body parts (human)	<ul style="list-style-type: none"> • list visible body parts (e.g., legs, fingers, and ears) 	
Animals	<ul style="list-style-type: none"> • list animals in Alaska. • discuss the animals' habitats • describe what the animals eat and what preys on them • describe where the animals live • describe how the animals act • make animal sounds/calling • recognize and describe the animals' tracks and scat 	
Plants	<ul style="list-style-type: none"> • list medicinal plants, berries, trees, and brush • talk about the what time of the year they collect these items • describe the typical places they find these items • talk about what they like to eat 	
Clothing	<ul style="list-style-type: none"> • discuss basic clothing items (e.g., shirt and pants) • discuss what types of clothes are seasonal 	
Place names/ Geography	<ul style="list-style-type: none"> • lists and discuss villages in Alaska and Canada • use basic terms to describe Alaska and Canada (e.g., river, mountain, trail, lake, and hill) 	
Command words	<ul style="list-style-type: none"> • use command words, such as come, go, or stop • use classroom commands, such as raise hand or clean up. • use basic exercise terms (e.g., running or jumping) 	
Stories/Dialogue	Discuss: <ul style="list-style-type: none"> • the Gwich'in creation story • Vadzaagiitsak • Zhee choo zhi' haa • deetrya' • Naa'in • Ch'itechaakwaii 	

Middle School



Grades 6-8

Level I high school World Language courses may be offered at the middle school level, dependent on school course options and staffing. See [Policy 973.11](#) for grading and credit information.

Grades 6-8: World Language Exploration

Grade: 6-8	Overview: For the <i>Introductory World Language Course</i> , student will explore a minimum of two foreign languages . They are introduced to language learning through basic vocabulary and phrases, with minimum exposure to grammatical concepts. It also includes an introduction to the geography and cultures of the languages studied.
Length: 1 quarter or 1 semester	
Prerequisites: none	

Themes	Mastery Core Objectives	Grammar/ Usage/Structure Students will be introduced to the following concepts:
The Country: Geography & History AK. Content Standards: WL.B.1-5	Students will: <ul style="list-style-type: none"> identify the location of country or countries where the language is spoken understand a brief historical background of the country identify cognates learn languages which are in the same language family Cultural aspect: <ul style="list-style-type: none"> explain how this country has influenced and/or been influenced by the United States find some cities or names that come from the language being studied 	<ul style="list-style-type: none"> some (Latin American) countries use a definite article (el, la) as part of its name (e.g., <i>el Peru</i> or <i>la Argentina</i>)
Introductions and Greetings AK. Content Standards: WL.A.1-3; B.2-3	<ul style="list-style-type: none"> introduce themselves ask another person's name appropriately express greetings and farewells for various times of day practice expressions of courtesy give age and ask another's age recognize the alphabet and writing system learn differences in the alphabet and pronunciations say how they feel and ask another how he/she feels ask about someone's nationality and from which city he/she originates Cultural aspect: <ul style="list-style-type: none"> understand that gestures can mean other things in other cultures be introduced to differences in personal space understand different forms of greeting (e.g., kiss or handshake) identify some famous people from the country being studied 	<ul style="list-style-type: none"> difference between familiar and formal address alphabetical differences verbs often change to agree with the subject difference of name order in different countries

<p>Numbers and Colors AK. Content Standards: WL.A.1</p>	<ul style="list-style-type: none"> • learn to correctly count from 1-100 • learn seven to ten colors • able to use number and color to quantify and describe objects 	<ul style="list-style-type: none"> • noun and adjective agreement • gender of nouns in different languages • recognize that nouns have genders in other languages • recognize formation of some plurals • understand the usage of measure words for counting objects in some languages
<p>Weather, Dates, and Seasons AK. Content Standards: WL.A.1; B.2-3</p>	<ul style="list-style-type: none"> • learn the names of the days of the week and seasons • identify simple weather descriptions <p>Cultural aspect:</p> <ul style="list-style-type: none"> • explain differences in calendar week (Monday-Sunday) • describe holidays • explain that countries in southern hemisphere have opposite seasons 	<ul style="list-style-type: none"> • some languages do not capitalize names of days of weeks, months, etc.

For a course more than one quarter, the following themes may be used, but not limited to:

- Parts of the Body
- Likes and Dislikes
- Leisure and Recreation
- Time
- Clothing
- Shopping
- Home
- Food
- Art/music
- Health
- Family
- School
- Giving directions
- People/occupations
- Routines
- Travel
- Holiday
- Hobbies

AK. Content Standards: WL.A.1- 3; WL.B.2, 3; C.1, 2, 4

- name seven to ten body parts
- play games or sing songs (*Head, Shoulders, Knees and Toes*) about parts of the body
- learn descriptive adjectives such as: small, short, tall, pretty, ugly, athletic, lazy, etc.
- say how they feel
- say what they like
- ask another person what they like
- ask / tell where to find a place
- ask / tell modes of transportation
- use a variety of adjectives and descriptive classifiers to discuss people's physical appearance
- explain relationships
- ask / tell about occupations
- ask / tell about their daily a.m./p.m. routine
- make all of the basic reservations involved in taking a vacation
- discuss and describe various holidays and how they are celebrated
- know the terms for some common hobbies
- ask about someone's hobbies
- plan weekend activities

Cultural aspect:

- explain bartering in the marketplace
- explain why fresh foods are bought each day
- describe specialty shops
- explain differences in family living arrangements
- explain how leisure time is spent
- explain the practice of giving flowers when visiting
- explain the importance of the extended family
- learn about cross cultural communication
- explore famous people in the target language culture and their accomplishments
- explain different traditional lifestyles in different cultures and countries
- describe transportation systems in target language speaking countries
- reflect an understanding of the customs and traditions of the holidays of the target language speaking countries
- compare the country's holidays and American holidays
- learn about food associated with different holidays
- learn music associated with different holidays
- know how to play a few common traditional recreation games of the target language speaking countries

- different constructions to express ideas in other languages, (e.g., *gustar, mir*, etc.)
- understand different languages have different word order

High School

Grades 9-12

Secondary World Language Courses

Courses	Middle School Grades 6-8	9 th Grade	10 th Grade	11 th Grade	12 th Grade
World Language Exploration	✓				
American Sign Language I	*	✓	✓	✓	✓
American Sign Language II-III		✓	✓	✓	✓
Chinese I	*	✓	✓	✓	✓
Chinese II-IV		✓	✓	✓	✓
French I	*	✓	✓	✓	✓
French II-III		✓	✓	✓	✓
AP French				✓**	✓**
Gwich'in I	*	✓	✓	✓	✓
Gwich'in II-IV		✓	✓	✓	✓
Iñupiaq I	*	✓	✓	✓	✓
Iñupiaq II		✓	✓	✓	✓
Japanese I	*	✓	✓	✓	✓
Japanese II-IV		✓	✓	✓	✓
AP Japanese				✓**	✓**
Koyukon I	*	✓	✓	✓	✓
Russian I	*	✓	✓	✓	✓
Spanish I	*	✓	✓	✓	✓
Spanish II-IV		✓	✓	✓	✓
AP Spanish				✓**	✓**

* Courses may be available, dependent on school course options and staffing. See [Policy 973.11](#) for grading and credit information.

** Or teacher recommendation

Levels 1-4: Course Descriptions

American Sign Language I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

ASL I is an introductory course designed for students to communicate in ASL in everyday life. Students will use basic ASL grammar, engage in conversations on a variety of topics, work on comprehension skills, and explore the Deaf and hard of hearing culture.

Adopted Textbook: None at this time.

American Sign Language II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *ASL I* or teacher recommendation

Course Overview:

ASL II continues to expand communication skills, with more grammar, and a stronger emphasis on communication capabilities. It includes an increased study of cultural, issues affecting the Deaf community.

Adopted Textbook: None at this time.

American Sign Language III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *ASL II* or teacher recommendation

Course Overview:

ASL III will emphasize and expand vocabulary from *ASL I* and *ASL II* Themes, Grammar, and expressions, and integrate a deeper knowledge of the Deaf culture. There will be increased fluency in ASL as well as the study of Deaf history, literature, and art.

Adopted Textbook: None at this time.

Chinese I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Chinese I is a year-long introduction to modern Mandarin Chinese and Chinese culture. This course covers basic skills in listening, speaking, reading and writing, as well as knowledge of Chinese culture and philosophy. Approximately 140 characters are introduced.

Adopted Textbook: *Integrated Chinese 1*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese I* or teacher recommendation

Course Overview:

Chinese II is a continuation of *Chinese I* to improve communication skills with the emphasis on expanding vocabulary, grammar structures, reading comprehension, and sentence writing ability. Approximately 170 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 2*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese II* or teacher recommendation

Course Overview:

Chinese III emphasizes the continuing development of communication in Chinese through building the skills of listening and speaking, and expanding the ability of reading and writing through learning a variety of topics and genres. Approximately 200 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 3*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese III* or teacher recommendation

Course Overview:

Chinese IV is a year-long course that will review, expand, and refine students' Chinese aural/oral capabilities, reading comprehension and fluency, understanding of grammar structures, and paragraph/essay formation abilities. Approximately 240 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 4*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

French I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

French I is an introduction to communicating with French speakers around the world through both speaking and writing. It includes an introduction to the geography and cultures of French speaking countries.

Adopted Textbook: *Discovering French Nouveau! Level 1.* McDougal Littell and *Mango Languages.* Mango Classroom.

French II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *French I* or teacher recommendation

Course Overview:

French II continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of the cultural elements of French speaking countries, as well as French literature.

Adopted Textbook: *Discovering French Nouveau! Level 2.* McDougal Littell and *Mango Languages.* Mango Classroom.

French III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *French II* or teacher recommendation

Course Overview:

French III continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of French literature, art, and history.

Adopted Textbook: *Discovering French Nouveau! Level 3.* McDougal Littell and *Mango Languages.* Mango Classroom.

AP French

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *French III* or teacher recommendation

Course Overview:

AP French will review and expand grammar and vocabulary in use. More complex reading material will be covered including short novels, plays, and poetry. More complex writing materials will be covered.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Adopted Textbook: None at this time.

Gwich'in I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Gwich'in I is a year-long introduction to the Gwich'in language and culture. This course emphasizes vocabulary development and communication in Gwich'in to exchange information in simple terms about everyday experiences. Basic grammar principles are introduced as they apply to the themes studied.

Adopted Textbook: None at this time.

Gwich'in II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Gwich'in I* or teacher recommendation

Course Overview:

Gwich'in II is a year-long course which continues vocabulary development and leads to increasingly advanced communication in Gwich'in. More emphasis is placed on self-expression in Gwich'in, and reading and writing in the language. Students will continue to learn about the history and culture of the Gwich'in-speaking world. Grammar will be introduced and reviewed as it applies to the themes studied.

Adopted Textbook: None at this time.

Gwich'in III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Gwich'in II* or teacher recommendation

Course Overview:

Gwich'in III offers an emphasis on the continuing development of communicating in Gwich'in through the skills of listening, speaking, reading, and writing. Students will read short stories, build vocabulary, and develop proficiency-fluency in conversation. Basic grammar elements are reviewed on a more advanced level and incorporated into conversation and composition. Continued study of Gwich'in culture and history are included in this course.

Adopted Textbook: None at this time.

Gwich'in IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Gwich'in III*
or teacher recommendation

Course Overview:
Gwich'in IV is a one to two-year course with a more advanced level of communicating in Gwich'in. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of writing and speaking skills. Continued study of Gwich'in culture and history are included in this course.

Adopted Textbook: None at this time.

Iñupiaq I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:
Iñupiaq I provides an introduction to the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people.

Adopted Textbook: None at this time.

Iñupiaq II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Iñupiaq I* or
teacher recommendation

Course Overview:
Iñupiaq II provides a continuation of the study of the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people.

Adopted Textbook: None at this time.

Japanese I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:
Japanese I is an introduction to the pronunciations, speech patterns, writing systems (Hiragana and Katakana), and culture of the Japanese people through various activities. Also included are introductions to pop culture, geography, and history.

Adopted Textbook: *Adventures in Japanese I*. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Japanese II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese I*
or teacher recommendation

Course Overview:

Japanese II is a continuation of *Japanese I* with more emphasis on speaking, writing, and understanding of basic grammar. Japanese traditional and pop cultures are explored through projects and films. Approximately fifty kanji characters are introduced.

Adopted Textbook: *Adventures in Japanese 2*. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Japanese III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese II*
or teacher recommendation

Course Overview:

Japanese III is designed for the students in their third year of Japanese. In this year-long course, students are expected to integrate the knowledge of both Japanese language and culture into the functional communication. The geography of Japan will be extensively discussed using a variety of activities. Approximately 100 kanji characters are introduced. The themes/contents of Japanese I & II will be continually expanded, applied, and reinforced in limited cultural context.

Adopted Textbook: *Adventures in Japanese 3*. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Japanese IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese III*
or teacher recommendation

Course Overview:

Japanese IV is designed for the students in their fourth year of Japanese. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, as well as expand vocabulary and expressions to enhance more communicative skills. The history of Japan will be extensively discussed using a variety of activities. Approximately 150 kanji characters are introduced. The themes/contents of Japanese I, II, & III will be continually expanded, applied, and reinforced in more cultural contexts.

Adopted Textbook: *Adventures in Japanese 4*. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

AP Japanese

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese III*
or teacher recommendation

Course Overview:

AP Japanese is designed for students in their fourth year of Japanese with a plan to take the AP Japanese Exam. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, expand vocabulary and expressions, enhance more communicative skills, and to prepare for the AP Japanese Exam, which requires in-depth study of kanji characters (approximately 250) and sentence structures, as well as computing skills in Japanese.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Adopted Textbook: *Dekiru! An AP Japanese Preparation Course*. Cheng & Tsui,
Strive for 5: AP Japanese Practice Tests. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Koyukon I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Koyukon I provides an introduction to the speech patterns, reading, writing, and culture of the Koyukon language and culture. Students will participate in hands-on activities that reflect the culture and values of the Koyukon-speaking people.

Adopted Textbook: None at this time.

Russian I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Russian I is an introductory course designed to lay the foundation for students to comprehend and communicate Russian in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Russian cultural topics.

Adopted Textbook: None at this time.

Suggested Resources: www.mezhdunami.org

Spanish I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Spanish I is an introductory course designed to lay the foundation for students to comprehend and communicate Spanish in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Spanish cultural topics.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish I* or teacher recommendation

Course Overview:

Spanish II will more fully develop students' knowledge of grammar rules and pronunciation skills while exploring Spanish culture and history. Students will communicate in the target language on a daily basis as they enhance their understanding of additional Spanish speaking countries.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish II* or teacher recommendation

Course Overview:

Spanish III emphasizes more extensive communication in the Spanish language. Speaking Spanish is a basic requirement for this class. Emphasis on reading short stories, building vocabulary, and developing fluency in conversation is included. This course will increase study of the Hispanic culture, history, literature, and art.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish III*
or teacher recommendation

Course Overview:

Spanish IV is a year-long course with a more advanced level of communicating in Spanish. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of reading and writing skills. Included is a more complex study of Spanish culture and history.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

AP Spanish

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish III*,
Spanish IV or teacher
recommendation

Course Overview:

AP Spanish is a year-long course with a more advanced level of communicating in Spanish, based on College Board approval and outlined material. Precise grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on higher oral proficiency and adeptness in reading and writing skills. Included is a more complex study of Spanish culture and history. This course is designed for students who plan to take the AP Spanish exam.

Please visit the College Board-AP Central website for more information
(<http://apcentral.collegeboard.com>).

Adopted Textbook: None at this time.

Levels 1-4: Communication

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).

Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Priority Standards

Communication:

- NSFLL Standard 1.1: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- NSFLL Standard 1.2: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language.

Supporting Standards:

- NSFLL Standard 1.3: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics in the target language.
- AKWL Standard A:
 - A student should be able to communicate in two or more languages, one of which is English.
 - A student who meets the current standard should:
 - Understand written and oral communication in two or more languages.
 - Write and speak understandably in two or more languages.
 - Use two or more languages effectively in real life situations.
 - Use two or more languages to learn new information in academic subjects.

Essential Questions

- Why is it important to communicate in another language?
- How can your communication with a foreign language speaker be more meaningful by speaking in that target language?

Corresponding Big Ideas

- Communicate proficiently in the target language by speaking, listening, reading, writing, and using interpersonal, interpretive, and presentational modes of communication.
- Appreciate and recognize the importance of communication in more than one language in order to understand and exchange information within the global community.
- Need to understand and interpret written and spoken language on a variety of topics.

Standard 1.1:

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

CONCEPTS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Students engage in brief exchanges about personal interests in the target language. 	<ul style="list-style-type: none"> • Students engage in exchanges about familiar and personal topics in the present, past, and future tense in the target language. 	<ul style="list-style-type: none"> • Students engage in discussions about selected topics from the personal to the abstract level in the target language, using varied tenses. 	<ul style="list-style-type: none"> • Students engage in discussions about selected topics from the personal to the abstract level in the target language, using varied tenses.

SKILLS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Ask and answer simple questions related to family and self. • Exchange personal information and opinions. Express personal needs. Ask for repetition to ensure understanding. • Exchange brief messages, emails, and letters. • Give and follow simple directions. • Make short presentations and write simple communications in the target language. 	<ul style="list-style-type: none"> • Ask and answer simple questions; answer, and give reasons for answers. • Talk about personal preferences and feelings with limited explanation. Give advice. • Ask for clarification to ensure understanding. Write short messages, letters, and paragraphs. • Give and follow directions in order to complete a multi-step task. • Make presentations and write simple paragraphs in the target language. 	<ul style="list-style-type: none"> • Ask and answer simple questions that elicit follow-up questions and requests for more information with elaboration. • Talk about and explain personal preferences, feelings, and opinions. • Suggest options and give advice for problem solving. • Ask for clarification and paraphrase to ensure understanding. • Write in a variety of formats, for multiple purposes, and for a variety of audiences. • Give and follow a series of complex directions in order to complete a multi-step task. • Make presentations and write paragraphs on selected topics in the target language. 	<ul style="list-style-type: none"> • Ask and answer simple questions that elicit follow-up questions and requests for more information with elaboration. • Talk about and explain personal preferences, feelings, and opinions. • Suggest options and give advice for problem solving. • Ask for clarification and paraphrase to ensure understanding. • Write in a variety of formats, for multiple purposes, and for a variety of audiences • Give and follow a series of complex directions in order to complete a multi-step task. • Make presentations and write paragraphs on selected topics in the target language.

Standard 1.2:

Students understand and interpret written and spoken language on a variety of topics.

CONCEPTS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students understand spoken and written language on familiar topics in the target language that promote the learning of basic linguistic structures. 	<ul style="list-style-type: none"> Students understand spoken and written language on familiar topics that incorporate descriptive vocabulary and linguistic structures in the target language. 	<ul style="list-style-type: none"> Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language. 	<ul style="list-style-type: none"> Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

• SKILLS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Interpret the basic message from spoken and written texts that are on familiar topics. Identify the main idea and some supporting details from authentic spoken and written text that have visual support. Demonstrate understanding of developmentally appropriate information gained through active listening or reading. 	<ul style="list-style-type: none"> Use prediction, connections to prior experiences, contextual clues, word order and analysis, and various reference materials to derive meaning. Identify the main idea and some supporting details from selected materials from various media. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context. 	<ul style="list-style-type: none"> Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. Identify and summarize the main ideas of oral and written presentations from various media and works of literature. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context. 	<ul style="list-style-type: none"> Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. Identify and summarize the main ideas of oral and written presentations from various media and works of literature. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context.

Levels 1-4: Cultures

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#). Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Supporting Standards

Cultures:

- NSFLL 2.1: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- NSFLL 2.2: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Supporting Standards:

- AKWL Standard B: A student should be able to expand their knowledge of peoples and cultures through language study.
- AKWL Standard C: A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace. A student who meets the content standard should:
 - interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen-pals, and travel;
 - use experiences with language and culture to explore the student’s personal interests and career options;
 - apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.

**Culture shapes how we see ourselves, others, and the world.
Culture and language are inseparable; they influence and reflect each other.**

Essential Questions

- How does language reflect and influence cultural beliefs, values, and norms?
- How does culture influence communication?
- How is language connected to cultural perspectives, practices, and products?
- How do languages evolve?

Corresponding Big Ideas

- Understand that language and culture are deeply connected, and that learning one cannot be done in isolation of the other.
- Understand that knowledge of culture drives meaningful communication.
- Understand that perspectives, practices, and products define a culture.
- Understand that languages reflect the people, time, and places in which they are spoken.

CONCEPTS			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Students use the language to identify and describe the practices, perspectives, and products within the cultures of the target language. 	<ul style="list-style-type: none"> • Students use the language to identify, describe, and write about the practices, perspectives, and products within the cultures of the target language. 	<ul style="list-style-type: none"> • Students use the language to identify, describe, write about, and analyze the practices, perspectives, and products within the cultures of the target language. 	
SKILLS			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations. • Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied. • Students use the language to identify objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. • Students use the language to identify countries, regions, and geographic features where the target language is spoken. 	<ul style="list-style-type: none"> • Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations. • Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied; distinguish similarities and differences between the target culture and their own. • Students use the language to identify, read, and write about objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. • Students use the language to identify and discuss countries, regions, and geographic features where the target language is spoken. 	<ul style="list-style-type: none"> • Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations; compare and contrast differences between their culture and the target language culture. • Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied; distinguish similarities and differences between the target culture and their own, as well as across target language regions or countries. • Students use the language to identify, analyze, discuss, and write about objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. • Students use the language to identify, discuss, and describe countries, regions, and geographic features where the target language is spoken; compare and contrast cultural differences in target language regions or countries. 	

Levels 1-4: Comparison

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#). Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Priority Standards

Comparisons:

- NSFLL Standard 4.1: Develop insight into the nature of language and culture through comparisons of the language studied and their own.

Supporting Standards:

- NSFLL Standard 4.2: Students use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language studied and their own.
- AKWL Standard B:
 - A student should expand the student’s knowledge of people and cultures through language study.
 - A student who meets the content standard should:
 - Understand the relationship between language and culture.
 - Learn about and experience surface, characteristics of culture, including art, cuisine, dance, dress, geography, history, music, and literature.
 - Improve the student’s understanding of the their language and culture through experiences with other languages and cultures.
 - Recognize through language study that all cultures contribute to the global society.

Essential Questions

- How can the study of a world language provide insight into the structure of other languages?
- What are the similarities and differences between the target language and other languages?

Corresponding Big Ideas

- Better understanding one’s own language through the study of a world language.
- Develop critical thinking skills through comparisons and analysis of one’s own language and a world language.

CONCEPTS			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Students understand their own language by analyzing how a world language expresses meaning and reflects culture. 	<ul style="list-style-type: none"> • Students further develop understanding of their own language by analyzing how a world language expresses meaning and reflects culture. 	<ul style="list-style-type: none"> • Students advance their understanding of their own language by analyzing how a world language expresses meaning and reflects culture 	<ul style="list-style-type: none"> • Students enhance their comprehension of their own language by analyzing how a world language articulates meanings and mirrors cultural aspects.
SKILLS			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Compare basic grammatical structures between the target language and one's own language. • Compare and contrast the sounds of the target language and one's own language. • Compare the use of cognates, word roots, prefixes, suffixes, or sentence structure between the target language and one's own language. • Compare and identify the use of idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of cultural characteristics between the target language and one's own language. 	<ul style="list-style-type: none"> • Compare expanded grammatical structures between the target language and one's own language. • Compare and contrast the sounds of the target language and one's own language. • Compare, identify, and use cognates, word roots, prefixes, suffixes, or sentence structures between the target language and one's own language. • Compare and identify more complex idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of cultural characteristics between the target and one's own language. 	<ul style="list-style-type: none"> • Compare more advanced grammatical structures between the target language and one's own language. • Contrast and analyze the sounds of the target language and one's own language. • Examine, compare and utilize cognates, word roots, prefixes, suffixes, and sentence structures between the target language and one's own language. • Compare, identify, and use abstract idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of increasingly complex and abstract cultural characteristics between the target language and one's own language. 	<ul style="list-style-type: none"> • Compare complex grammatical structures between the target language and one's own language. • Contrast, analyze and better pronounce the sounds of the target languages and one's own language • Compare, examine and expand knowledge on cognates, word roots, prefixes, suffixes, and sentence structures between the target language and one's own language. • Compare, identify and utilize abstract idiomatic expressions between the target language and one's own language. • Compare and apply knowledge of increasingly complex and abstract cultural characteristics between the target language and one's own language.

Levels 1-4: Topics

These topics are not language specific, and are not presented in order of a recommended scope and sequence.

Topics can be moved, changed or disregarded at teacher discretion.

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).

Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Level 1 Language Learning Experiences	Level 2 Language Learning Experiences	Levels 3 & 4 Language Learning Experiences
Alphabet or Characters: Know and use the alphabet or characters of the target language.	Directions: Describing how to get from place to place, following directions, metric system, and transportation.	Arts and Entertainment: Art, dance, music, theater, careers, and famous people.
School Vocabulary: Names, colors, months, dates, time, school subjects, schedules, and classroom objects.	Body Parts, Health: Identify body parts, expressions of health, medicine, healthy and unhealthy habits.	Careers, college, finance: Professions, education and training, tools of the trade, discussion of future plans, making investments, budgets and buying a home.
Food and Beverages: Types of food, beverages and preferences.	Daily Routines: Personal hygiene, daily schedules, activities and events.	Memories and Storytelling: Share memories and events in the past.
Greetings, Farewells, and Personal Information: Types of greetings, exchange personal information, gestures, forms of address, age, and birthday.	House and Home: Rooms of the house, furnishings, and chores.	Ecology: Environment, natural disasters, Community Service, and Global Awareness.
Clothing: Types of clothing, shopping, color, cost, seasons and weather.	Dining Out: Ordering food, menu vocabulary, table conversations, and table settings.	History Historical terminology, reading/analyzing/discussing/comparing & contrasting various genres of literature/poetry.
Numbers: 0-100, as well as use of numbers to express dates, times, phone numbers, currency, shopping and ages.	Travel and Transportation: Local travel, geographic names, trip preparation, itineraries, tickets, reservations, and modes of transportation.	Extended Family and Relationships Discuss further extensions of immediate family, marriage and divorce, customs and celebrations.

Level 1 Language Learning Experiences	Level 2 Language Learning Experiences	Levels 3 & 4 Language Learning Experiences
Places and Locations: Common types of community buildings and geographic names.	Shopping: Variety of stores, merchandise, opinions, fashion, quantities, and size.	
Family and Pets: Describe the relationships of immediate family members, including pets.	Media and Technology: Use in our daily lives.	
Leisure Time: Describe hobbies including sports, clubs, and other personal activities.	Plus expansion of level 1 topics	Plus expansion of Level 1 and 2 topics
Description of People Physical attributes, personality, nationalities, and professions.		



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701



Fairbanks North Star Borough School District

PHYSICAL EDUCATION CURRICULUM

Draft One



To view draft one in its entirety and to leave feedback, visit the district website at

<https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides>.

Curriculum Revision Process

The Fairbanks North Star Borough School District is revising its K-12 Physical Education Curriculum. A strong and effective final document depends on careful deliberation of the proposed changes. Input from educators, parents, students, and the community is a critical factor in the curriculum revision process.

Per [Administrative Regulations 910](#), this process began with community input and research of current trends, best practices, and alignment to Standards. Each draft is made available to the public, and all feedback is reviewed and considered by the curriculum writers and the Department of Teaching and Learning.

To view draft one in its entirety and to leave feedback, visit the district website at

<https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides>

Proposed Changes to Draft One

Elementary

The proposed curriculum is aligned to the new SHAPE Standards revised in the spring of 2024. A new format was applied to this draft.

Proposed Changes to Draft One

Middle School

The proposed curriculum is aligned to the new SHAPE Standards revised in the spring of 2024, and a new format was applied to this draft. Two new courses were added: Middle School PE for grades 6-8 and Integrated Health & PE for grade 6. Integrated Health & PE 7-8 was removed, because Health topics are different for each grade level. Instead, schools should offer Integrated Health & PE 6, 7, or 8 separately for each grade. Also, the curriculum clarifies that Health will be offered for one quarter and PE for three quarters for each grade at the middle school level.

High School

The proposed curriculum is aligned to the new SHAPE Standards revised in the spring of 2024, and a new format was applied to this draft. The following courses were archived and will no longer be included in the curriculum: Dance, Integrated Fundamentals of Health & PE, Fencing, Fitness- Outdoor Pursuits, Fitness-Team, Individual- Outdoor Pursuits, and Team- Outdoor Pursuits. If schools would like to offer these courses in the future, they should submit a pilot course proposal to Teaching and Learning by the deadline listed on the [district website](#).



Fairbanks North Star Borough School District

Physical Education Curriculum



Grades K-12
2024 – 2025 Revision – Draft 1

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PE Curriculum Writers

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PE Researchers

PE teachers met during professional development in October 2021 and August of 2022 to begin the research stage for PE curriculum.

Department of Teaching and Learning

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Philosophy & Mission Statements

The goal of physical education, within a safe, respectful, and inclusive learning environment, is to empower the whole student through physical literacy by focusing on movement, problem solving, collaborative thinking, and teamwork for lifelong individual success. FNSBSD students will be confident in their ability to:

- Identify their preferred physical activity and its lifelong benefits.
- Build a foundation for the development and refinement of motor skills.
- Have the functional ability to develop social skills through peer interaction.
- Understand and value the importance of fitness for physical and mental health throughout their lifetime.

Archived Courses

The following courses have been removed from the Physical Education Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the [district website](#); the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Integrated Health & PE 7-8
- Dance
- Integrated Fundamentals of Health & PE
- Fencing
- Fitness: Outdoor Pursuits
- Fitness: Team
- Individual: Outdoor Pursuits
- Team: Outdoor Pursuits

Explanation of Terms

Alaska Cultural Standards:

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

Society of Health & Physical Education (SHAPE):

SHAPE America's National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Performance Indicators:

Articulate more specific goals that lead toward progress of the standard.

Standards

The Physical Education Curriculum is aligned to the SHAPE standards (revised 2024).

K-12 Ongoing Learner Goals

These goals incorporate the standards of the Society of Health & Physical Education (SHAPE). They should be incorporated regularly throughout all physical education instruction. Mastery is not assigned to a specific grade level or course.

- **Standard 1:** Develops a variety of motor skills.
- **Standard 2:** Applies knowledge related to movement and fitness concepts.
- **Standard 3:** Develops social skills through movement.
- **Standard 4:** Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Elementary Courses



Grades K-5

Elementary Introduction

The goal of elementary Physical Education is for students, within a safe, respectful, and inclusive environment, to develop motor skills, apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. Students will be able to develop self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

K-5 Motor Skills Progression

Society of Health and Physical Educators (SHAPE)

Standard 1: Develops a variety of motor skills

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Dribble (hand)	Using both hands, dribble a ball in self-space or general space.	Dribble a ball with dominant hand in self-space or general space.	Dribble a ball with right and left hand in self-space.	Dribble a ball with dominant hand while moving and with non-dominant hand while stationary.	Dribble a ball using mature motor pattern, with dominant hand while moving, and non-dominant while stationary.	Dribble a ball with right and left hand while moving.
Dribble (foot)	Move a ball with feet.	Dribble in general space.	Dribble, keeping ball close to body.	Dribble, keeping ball close to body while moving.	Dribble a ball with right and left foot while moving around stationary obstacles.	Dribble a ball while moving, using a mature motor pattern.
Catch	Bounce and catch an object.	Catch a tossed or bounced object without moving from self-space.	Catch a tossed or bounced object without moving from self-space.	Catch a variety of self-tossed objects.	Catch a variety of objects using a mature motor pattern.	Demonstrate both one- and two-handed catches at different levels.
Kick	Kick a stationary ball.	Kick a stationary object using dominant foot.	Kick a variety of stationary objects using an approach.	Kick a variety of objects both moving and stationary, using an approach.	Attempt a variety of kicks.	Demonstrate a variety of kicks.
Strike	Strike an object using side body orientation.	Strike, showing side orientation and proper grip, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a moving object, using a variety of equipment.	Step toward and strike a moving object using proper side orientation and mature motor pattern, with a variety of equipment.
Throw	Throw a variety of objects with dominant arm.	Throw an object underhand and overhand.	Throw an object showing opposition and proper weight transfer.	Throw an object showing opposition, weight transfer, and follow-through.	Throw an object toward a target with follow-through, using a mature motor pattern.	Throw an object toward a target with accuracy using a mature motor pattern.

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Volley	Volley with hands or paddle/racket.	Volley a lightweight object with hands.	Volley a lightweight object with hands or paddle/racket.	Volley a lightweight object, using hands, with a partner.	Volley a tossed object back to a partner with hands, arms, or equipment, using a mature motor pattern.	Volley a tossed object, with control, back and forth to a partner with hands, arms, or equipment.
Jump	<ul style="list-style-type: none"> • Jump from two feet to two feet. • Hop on dominant foot. 	<ul style="list-style-type: none"> • Hop on either foot. • Leap from one foot to the other, landing with bent knees. • Jump a turned rope. 	<ul style="list-style-type: none"> • Jump for height and distance. • Jump a self-turned rope forward and backward. 	<ul style="list-style-type: none"> • Travel while jumping a rope. • Perform beginning jump roping skills. 	<ul style="list-style-type: none"> • Perform a jumping sequence that utilizes different body shapes during flight. • Jump rope 1-3 minutes while performing beginning jump rope skills. 	<ul style="list-style-type: none"> • Run into, jump, and run out of turning rope. • Jump rope 3-5 minutes while performing beginning and intermediate jump rope skills. • Jump, landing with control catch while jumping.
Rhythm	Repeat a basic rhythmic pattern.	Repeat a basic rhythmic pattern.	<ul style="list-style-type: none"> • Follow a combination of rhythmic movements. • Jump rhythmically. 	Follow a variety of rhythmic movements to music.	Incorporate a variety of equipment with rhythmic movement and patterns.	<ul style="list-style-type: none"> • Turn a long rope with a partner, using an even rhythm. • Incorporate a variety of equipment with rhythmic movement and patterns. • Move in sequenced patterns while keeping time

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Locomotor	Walk, run, gallop, skip, hop, leap, and slide	Walk, run, skip, hop, leap, jump, and slide while moving in a group	Perform locomotor skills using a mature motor pattern	Move at different speeds, levels, and directions, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern
Balance	Balance using different combinations of body parts as support	Travel on low equipment; perform simple balance on equipment	Travel on low equipment; perform simple balance on equipment	Perform a balance sequence using stationary and traveling balance; balance with a partner	Perform a balance sequence on a mat using stationary and traveling balances; balance with a partner; balance on boxes, stilts, boards, skates, or beams	Perform a balance sequence on a mat using stationary and traveling balances with and without equipment
Rolling	Perform a rocking motion	Perform log roll and egg roll going from right to left	Perform a forward roll	Perform a backward shoulder roll	Perform forward, backward, shoulder, and sideways rolls	Combine forward, backward, and sideways rolls into a sequence
Weight Transfer	Travel on a combination of body parts	Transfer weight to hands while hanging on apparatus or performing simple stunts	Transfer weight from feet to other body parts while traveling	Transfer weight from feet to hands to feet from a standing position (i.e., cartwheel)	Combine transfer of weight, rolling, and balance into a sequence on mats	Combine transfer of weight, rolling, and balance into a sequence on mats and/or apparatus

Suggested Sports & Activities for Elementary

Block A	Block B	Block C	Block D	Block E	Block F	Block G	Block H
Activities may include, but are not limited to:							
<ul style="list-style-type: none"> • Rules and Routines • Classroom Management • Capture the Flag • Tag (chasing and fleeing) • Locomotor (running, skipping, galloping, shuffling, leaping, hopping and jumping) 	<ul style="list-style-type: none"> • Base Games: <ul style="list-style-type: none"> ○ Baseball ○ Kickball ○ Softball • Basketball • Bowling • Football • Frisbee Golf • Hula Hut/ Castle Knockdown • Team Handball • Ultimate Frisbee 	<ul style="list-style-type: none"> • Basketball • Flag Football • Lacrosse • Soccer 	<ul style="list-style-type: none"> • Badminton • Broomball • Golf • Gaga pit • Field Hockey • Foursquare • Pickleball • Table Tennis • Tennis • Wallball • Volleyball 	<ul style="list-style-type: none"> • Dance • Fitness/ Fitness testing • Nutrition • Resistance Training (e.g. partner-applied, exercise bands, weights) • Rope Jumping • Walk/Jog/Run 	<ul style="list-style-type: none"> • Gymnastics • Hacky Sack • Circus skills: (Juggling, yoyo, balance) • Martial Arts • Obstacle Course • Parkour • Yoga • Mindfulness 	<ul style="list-style-type: none"> • Base Games: <ul style="list-style-type: none"> ○ Baseball ○ Kickball ○ Softball • Outdoor Activities: <ul style="list-style-type: none"> ○ Climbing ○ Cross-Country Skiing ○ Fitness Walking ○ Hiking ○ Ice Skating ○ Orienteering ○ Rollerblading/ Roller Skating ○ Ropes Course ○ Snowshoeing ○ Wilderness ○ Skills ○ Track and Field 	<ul style="list-style-type: none"> • Good Sporting Behavior / Teamwork • NYO (Native Youth Olympics) • Target games: <ul style="list-style-type: none"> ○ Archery ○ Bocce Ball ○ Bags ○ Shuffleboard

Kindergarten – Grade 2

Course Introduction:

Physical Education for Kindergarten through 2nd grade students should be a safe, respectful, and inclusive environment where students develop motor skills, learn to apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. Students will learn self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

Adopted Textbook: *Spark PE* (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units (Recommended Order) Module Resource: OPEN	
Semester 1	Semester 2
<ul style="list-style-type: none"> • Block A is required every year. Then choose at least one topic from Blocks B, C, and D. Alternate the units in Blocks B, C, and D every year so different skills are covered. <ul style="list-style-type: none"> ○ Block A ○ Block B ○ Block C ○ Block D <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary 	<ul style="list-style-type: none"> • Best practice is to review Block A, then choose at least one topic from Blocks E, F, G, and H. Alternate the units every year so different skills are covered. <ul style="list-style-type: none"> ○ Block E ○ Block F ○ Block G ○ Block H <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary

Block A

Suggested Teaching Time: 1 – 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Rules and Routines	2.2.7, 2.2.10, 2.2.11, 4.2.8	<ul style="list-style-type: none"> • Recognizes the importance of stretching before and after physical activity. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Recognizes the opportunity for physical activity within physical education class. 	<ul style="list-style-type: none"> • OPEN Classroom Management • First two weeks: “My First Week of School PE Lesson Overview” (<i>YouTube</i>, The PE Specialist) • Rules and Expectations: “PE Rules and Procedures Overview During First Week of School” (<i>YouTube</i>, The PE Specialist) • “The FUN Routine” (<i>OPEN</i>) • “Partner Flip the Hoop” (<i>OPEN</i>) • “Toss 3” (<i>OPEN</i>) • “Soccer Tag” (<i>OPEN</i>) • “Four Corner Boogie” (<i>OPEN</i>)
Locomotor	1.2.10, 1.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9	<ul style="list-style-type: none"> • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates dribbling with feet in a variety of non-dynamic practice tasks. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. 	<ul style="list-style-type: none"> • Locomotor and Manipulative Skills – “Tools for Learning Locomotor & Manipulative Skills” (<i>OPEN</i>) • Instant Activities – “Tools for Teaching Instant Activities” (<i>OPEN</i>) • Warm UP – “Listen and Move” (<i>YouTube</i>, TheKidsCartoons) • “Movement Wheel” (Montana State University: Josh Stanish’s Health Enhancement Notebook; <i>Wordpress</i>)

Block B

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Throwing and Catching	1.2.1, 1.2.8, 1.2.9, 2.2.1, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • “Ghost Tossers” (<i>OPEN</i>) • “Make it, Take It” (underhand) (<i>YouTube</i>, PE4EveryKid) • Money in the Bank • Clean up your Backyard – “Not in my Backyard!” (<i>YouTube</i>, WestNewtonPE) • Oscar the Grouch – “https://www.youtube.com/watch?v=ztORP96G6zUPE Games: Oscars Trashcan” (<i>YouTube</i>, The PE Specialist) • “Flip the Hoop” (<i>YouTube</i>, Benjamin Pirillo) • “Beanbag Toss” (<i>OPEN</i>)

Block B continued

Topic	Standard	Performance Indicators	Resources & Materials
Flying Disc	1.2.1, 1.2.8, 1.2.9, 2.2.1, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates the ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • How to Throw Cues – “How to Throw a Frisbee and an Instant Activity for PE Lesson” (YouTube, The PE Specialist) • “Toss Up” (OPEN) • “Disc Slam” (OPEN) • Angry Birds – “Van Meter Elem PE (Angry Birds Frisbee Throwing)” (YouTube, Bart Jones) • Frisbee Golf – “Frisbee Golf, Frolf, PE Frisbee Golf Lesson Plan” (YouTube, Matthew Hagy)

Block B continued

Topic	Standard	Performance Indicators	Resources & Materials
Rolling and Bowling	1.2.1, 1.2.7, 2.2.1, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Makes fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Pin Down Shuffle – “Bowling Rolling Games K-2” (<i>YouTube</i>, JSU HealthAndPhysicalEducation) • Pin Down • Bowling – “Bowling in PE” (<i>YouTube</i>, Paul Stewart”

Block C

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Ball Handling and Dribbling Skills	1.2.1, 1.2.6, 1.2.8, 1.2.9, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationships awareness. • Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • <i>OPEN</i> Ball Handling and Dribbling Skills – “Games for Learning Ball Handling & Dribbling Skills” (<i>OPEN</i>) • “Bubble Breakers” (<i>OPEN</i>) • “Walk the Dog” (<i>OPEN</i>) • “Dribble Fitness” (<i>OPEN</i>) • “7 Dribbles” (<i>OPEN</i>) • “Balance Ball” (<i>OPEN</i>) • “Wall Passing” (<i>OPEN</i>) • “Bounce and Catch” (<i>OPEN</i>)
Foot Skills	1.2.1, 1.2.10, 1.2.11, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates dribbling with feet in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • <i>OPEN</i> Foot Skills Unit – “Tools for Learning Foot Skills” (<i>OPEN</i>)

Block D

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Volley	1.2.1, 1.2.12, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • Keepy Uppy – “Keep it Up” (OPEN) • “Musical Balloon Bop” (OPEN) • “Bull’s Eye” (OPEN) • “Air Ball” (OPEN) • “Net Ball” (OPEN) • Spike Ball – “Passing: Individual Challenges” (OPEN) • “Station Day” (OPEN) • OPEN Volley Strike Unit – “Tools for Learning Volleying & Striking Skills” (OPEN)
Striking with Short Handed Implement	1.2.1, 1.2.13, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • “Paddle it Up” (OPEN) • “Musical Paddle Bop” (OPEN) • “Net Ball” (OPEN) • “Station Day” (OPEN) • OPEN Volley Strike Unit – “Tools for Learning Volleying & Striking Skills” (OPEN)
Strike with Long Handed Implement	1.2.1, 1.2.14, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • Hockey Stations – “Elementary PE Floor: Street Hockey Stations” (YouTube, Eric Swanburg) • “Floor Frenzy” (YouTube, PE4Everykid) • Hockey Drills – “It’s Floor Hockey Time!” (YouTube, The Activity Channel)

Block E

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Dance	1.2.1, 1.2.2, 1.2.5, 1.2.16, 2.2.1, 2.2.5, 3.2.4, 3.2.5, 3.2.10, 4.2.1, 4.2.2, 4.2.3, 4.2.4	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationships awareness. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Identifies and participates in physical activities representing different cultures. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. 	<ul style="list-style-type: none"> • “Moving 8s” (OPEN) • “The Hokey Pokey” (OPEN) • “Pop See Ko” (OPEN) • “The Dancing Duke of York” (OPEN) • “The Birdy Dance” (OPEN) • “Sitting Square Dance” (OPEN) • “Kinder Polka” (OPEN)

Block E continued

Topic	Standard	Performance Indicators	Resources & Materials
Jump Rope	1.2.2, 1.2.16, 2.2.3, 2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates jumping and landing in a non-dynamic environment. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • “Jumping Stations” (<i>YouTube</i>, Julia Warner) • How to Teach Jump Rope – “How to Teach a 5 Year Old to Jump Rope” (<i>YouTube</i>, The PE Specialist) • Basics of Jump Rope – “Tools for Learning Jump Rope: Back to Basics” (<i>OPEN</i>)

Block E continued

Topic	Standard	Performance Indicators	Resources & Materials
Heart Health/ Intro to Fitness	1.2.2, 1.2.16, 2.2.3, 2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Demonstrates the ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • 5 Components of Physical Fitness – “Teaching the 5 Components of Health Related Fitness” (<i>The PE Specialist</i>) • <i>OPEN</i> Run for Fun – “Tools for Teaching Students to Run for Fun” (<i>OPEN</i>) • Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (<i>OPEN</i>)

Block F

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Gymnastics/ Parkour	1.2.2, 1.2.3, 1.2.5, 1.2.16, 2.2.7, 3.2.2, 3.2.3, 3.2.7, 4.2.1, 4.2.6, 4.2.10	<ul style="list-style-type: none"> • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates transferring weight on multiple body parts. • Demonstrates balancing on different body parts in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Recognizes the importance of stretching before and after physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Makes safe choices with physical education equipment. • Identifies physical activities that can meet the need for self-expression. • Sets observable short-term goals. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • <i>OPEN</i> Gymnastics – “Tools for Learning Educational Gymnastics” (<i>OPEN</i>) • “Balance Tag” (<i>OPEN</i>) • “Kids Parkour” (<i>YouTube</i>, Parkour Generations) • “Parkour for Schools” (<i>YouTube</i>, Parkour Generations)
Yoga	1.2.2, 1.2.3, 1.2.5, 1.2.16, 2.2.7, 3.2.2, 3.2.3, 3.2.7, 4.2.1, 4.2.6, 4.2.10	<ul style="list-style-type: none"> • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates transferring weight on multiple body parts. • Demonstrates balancing on different body parts in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Recognizes the importance of stretching before and after physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Makes safe choices with physical education equipment. • Identifies physical activities that can meet the need for self-expression. • Sets observable short-term goals. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • <i>OPEN</i> Yoga and Mindfulness – “Tools for Teaching Yoga & Mindfulness” (<i>OPEN</i>) • Cosmic Kids Yoga – “Squish the Fish: Yoga for Kids!” (<i>YouTube</i>, Cosmic Kids Yoga)

Block G

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Base Games	1.2.1, 1.2.7, 1.2.8, 1.2.9, 1.2.10, 1.2.13, 1.2.14, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.6, 3.2.1, 3.2.2, 3.2.3	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies simple strategies in chasing and fleeing activities. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Identifies physical activities that contribute to fitness. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. 	<ul style="list-style-type: none"> • “Fun at Bat” (<i>USA Baseball</i>) • Partner Kickball – “Van Meter Elem PE” (<i>YouTube</i>, Bart Jones) • “Big Base Kickball” (<i>YouTube</i>, Patricia DeCorah)

Block G continued

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field	1.2.1, 1.2.2, 2.2.1, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates jumping and landing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies physical activities that contribute to fitness. • Recognizes the importance of stretching before and after physical activity. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies and participates in physical activities representing different cultures. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Run for Fun – “Tools for Teaching Student to Run for Fun” (<i>OPEN</i>)

Block G continued

Topic	Standard	Performance Indicators	Resources & Materials
Outdoor Activities	1.2.1, 2.2.1, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 3.2.1, 3.2.4, 3.2.6, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Recognizes personal space and where to move in general space. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes the feelings of others during a variety of physical activities. • Responds appropriately to directions and feedback from the teacher. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Ideas: <ul style="list-style-type: none"> ○ Snowshoeing ○ Ice Skating ○ Hiking ○ Rock Climbing ○ Learn to Bike

Block H

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Native Youth Olympics (NYO)	1.2.1, 1.2.2, 2.2.6, 2.2.9, 2.2.10, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates jumping and landing in a non-dynamic environment. • Identifies physical activities that contribute to fitness. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes the feelings of others during a variety of physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies and participates in physical activities representing different cultures. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • How to Videos for NYO – “Competitive Events” (<i>NYO Games Alaska</i>)

Block H continued

Topic	Standard	Performance Indicators	Resources & Materials
Good Sporting Behavior	1.2.1, 1.2.8, 1.2.9, 2.2.6, 2.2.9, 2.2.10, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.9, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Identifies physical activities that contribute to fitness. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes the feelings of others during a variety of physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies and participates in physical activities representing different cultures. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • <i>OPEN</i> Parachute Games – “Tools for Learning Parachute Games” (<i>OPEN</i>) • <i>OPEN</i> Personal Responsibility – “Tools for Learning Personal & Social Responsibility” (<i>OPEN</i>) • “Relaxation Reflection” (<i>OPEN</i>) • “Fast to Slow” (<i>OPEN</i>)

Block H continued

Topic	Standard	Performance Indicators	Resources & Materials
Target Sports	1.2.4, 1.2.7, 1.2.9, 1.2.10, 1.2.12, 2.2.1, 2.2.3, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • “Ghost Tossers” (<i>OPEN</i>) • Bocce Ball – “Backyard Bocce” (<i>OPEN</i>) • “Beanbag Toss” (<i>OPEN</i>) • “Beanbag Bocce” (<i>YouTube, Joey Feith</i>)

Grades 3 - 5

Course Introduction:

Physical Education for third through fifth grade students should be a safe, respectful, and inclusive environment, where students develop and refine motor skills, learn to apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. Students will learn self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

Adopted Textbook: *Spark PE* (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units (Recommended Order) Module Resource: OPEN	
Semester 1	Semester 2
<ul style="list-style-type: none"> • Block A is required every year. Then choose at least one topic from Blocks B, C, and D. Alternate the units in Blocks B, C, and D every year so different skills are covered. <ul style="list-style-type: none"> ○ Block A ○ Block B ○ Block C ○ Block D <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary 	<ul style="list-style-type: none"> • Best practice is to review Block A, then choose at least one topic from Blocks E, F, G, and H. Alternate the units every year so different skills are covered. <ul style="list-style-type: none"> ○ Block E ○ Block F ○ Block G ○ Block H <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary

Block A

Suggested Teaching Time: 1-2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Rules and Routines	2.5.9, 2.5.11, 2.5.13, 2.5.17, 3.5.2, 3.5.3, 3.5.4, 4.5.3, 4.5.9	<ul style="list-style-type: none"> • Defines and explains how to implement the FITT Principle for skill fitness development. • Identifies the need for warm-up & cool-down relative to various physical activities. • Explains the benefits of physical activity. • Describes the impact of food and hydration choices on physical activity. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Describes how movement positively affects personal health. • Recognizes personally effective techniques that assist with managing one’s emotions and behaviors in a physical activity setting. 	<ul style="list-style-type: none"> • First 2 weeks – “My First Week of School PE Lesson Overview” (<i>YouTube</i>, The PE Specialist) • Rules and Expectations – “PE Rules and Procedures Overview During First Week of School” (<i>YouTube</i>, The PE Specialist) • OPEN Classroom Management • Personal and Social Responsibility – “Tools for Learning Personal & Social Responsibility” (<i>OPEN</i>)
Locomotor/ Invasion	1.5.1, 2.5.1, 2.5.2, 2.5.3, 2.5.5, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.6, 4.5.5	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates problem-solving strategies in a variety of games/activities. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates safe behaviors independently with limited reminders. • Makes choices that are fair according to activity etiquette. • Recognizes group challenges through movement. 	<ul style="list-style-type: none"> • Yoshi – “PE Games – Yoshi” (<i>YouTube</i>, PhysEdGames) • OPEN Instant Activities • Any tag game • “Movement Wheel” (Montana State University: Josh Stanish’s Health Enhancement Notebook; <i>Wordpress</i>)

Block B

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Throwing and Catching	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.7	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Establishes goals related to enhancing fitness development. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> • Container Ball – “Physed Games – Container Ball” (<i>YouTube</i>, PhysEdGames) • Castle Ball – “PE Game – Castleball” (<i>YouTube</i>, PhysEdGames) • “Make it, Take It” (underhand) (<i>YouTube</i>, PE4EveryKid) • Money in the Bank

Block B continued

Topic	Standard	Performance Indicators	Resources & Materials
Flying Disc	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.7	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Establishes goals related to enhancing fitness development. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> • “Toss Up” (<i>OPEN</i>) • “Disc Golf” (<i>OPEN</i>) • How to Throw Cues – “How to Throw a Frisbee and an Instant Activity for PE Lesson” (<i>YouTube</i>, The PE Specialist) • “Disc Slam” (<i>OPEN</i>) • Angry Birds – “Van Meter Elem PE (Angry Birds Frisbee Throwing)” (<i>YouTube</i>, Bart Jones) • Frisbee Golf – “Frisbee Gof, Frolf, PE Frisbee Golf Lesson Plan” (<i>YouTube</i>, Matthew Hagy)

Block B continued

Topic	Standard	Performance Indicators	Resources & Materials
Rolling/ Bowling	1.5.1, 1.5.9, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.7	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates rolling a ball in a non-dynamic environment. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Establishes goals related to enhancing fitness development. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> • Pin Down Shuffle – “Bowling Rolling Games K-2” (<i>YouTube</i>, JSU HealthAndPhysicalEducation) • Pin Down • Bowling – “Bowling in PE” (<i>YouTube</i>, Paul Stewart)

Block C

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Soccer	1.5.1, 1.5.17, 1.5.18, 1.5.20, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Demonstrates kicking a ball using the instep in a variety of practice tasks. • Demonstrates dribbling with feet in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. 	<ul style="list-style-type: none"> • Soccer Skills – “Tools for Learning Soccer Skills” (<i>OPEN</i>)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Soccer continued		<ul style="list-style-type: none"> • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Basketball	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.19, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. 	<ul style="list-style-type: none"> • Basketball – “Tools for Learning Skillastics Basketball” (OPEN) • Basketball Skills – “Tools for Learning Basketball Skills” (OPEN)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Basketball continued		<ul style="list-style-type: none"> • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Football	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6,	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. 	<ul style="list-style-type: none"> • Flag Tag – “Tools for Learning Flag Tag Games” (<i>OPEN</i>) • NFL Kids – “10 Fun U12 Flag Football Drills” (<i>YouTube</i>, <i>YouGoMojo</i>) • NFL Kids Throwing – “10 Football Passing and Throwing Drills” (<i>YouTube</i>, <i>YouGoMojo</i>) • Eraser Tag – “PE Games – Eraser Football” (<i>YouTube</i>, <i>PhysEdGames</i>)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Football continued	4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block D

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Volleyball	1.5.1, 1.5.13, 1.5.14, 1.5.15, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates striking with hands above waist in a variety of practice tasks. • Demonstrates striking with hands below waist in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. 	<ul style="list-style-type: none"> • Volleyball – “Tools for Teaching Volleyball” (<i>OPEN</i>)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Volleyball continued		<ul style="list-style-type: none"> • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Striking with Short Implements	1.5.1, 1.5.15, 1.5.16, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Demonstrates striking an object with a short-handled implement in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. 	<ul style="list-style-type: none"> • Pickleminton – “Tools for Learning Pickleminton” (OPEN) • Street Racket – “Tools for Teaching Street Racket” (OPEN) • Bat and Ball – “Tools for Learning Bat and Ball Games” (OPEN)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Striking with Short Implements continued		<ul style="list-style-type: none"> • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Striking with Long Implements	1.5.11, 1.5.15, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Demonstrates striking with a long-handled implement in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. 	<ul style="list-style-type: none"> • Hockey Stations – “Elementary PE Floor: Street Hockey Stations K-5” (<i>YouTube</i>, Eric Swanburg) • Floor Frenzy – “Floor Hockey Frenzy” (<i>YouTube</i>, PE4EveryKid) • Hockey Drills – “It’s Floor Hockey Time! 5 Fantastic Drills for PE Class” (<i>YouTube</i>, The Activity Channel) • Lacrosse – “Tools for Learning Lacrosse Games” (<i>OPEN</i>)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Striking with Long Implements continued		<ul style="list-style-type: none"> • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block E

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Jumping	1.5.6, 1.5.7, 2.5.8, 2.5.9, 2.5.12, 2.5.13, 3.5.2, 3.5.3, 3.5.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.10	<ul style="list-style-type: none"> • Demonstrates jumping rope in a variety of practice tasks. • Demonstrates jumping and landing in a non-dynamic environment. • Establishes goals related to enhancing fitness development • Defines and explains how to implement the FITT Principle for skill fitness development. • Identifies location of pulse and provides examples of activities that increase heart rate. • Explains the benefits of physical activity. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Jump Rope – “Tools for Learning Jump Rope” (<i>OPEN</i>)

Block E continued

Topic	Standard	Performance Indicators	Resources & Materials
Dance	1.5.5, 1.5.8, 2.5.1, 2.5.15, 2.5.16, 3.5.2, 3.5.3, 3.5.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.10	<ul style="list-style-type: none"> • Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Recognizes the critical elements that contribute to proper execution of a skill. • Identifies technology tools that support physical activity goals. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Dance – “Tools for Learning Dance” (<i>OPEN</i>) • Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (<i>OPEN</i>)

Block E continued

Topic	Standard	Performance Indicators	Resources & Materials
Fitness	1.5.1, 1.5.2, 2.5.7, 2.5.8, 2.5.9, 2.5.12, 2.5.13, 2.5.14, 2.5.17, 4.5.3, 4.5.6, 4.5.7	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Defines and provides examples of movement activities for developing the health-related fitness components. • Establishes goals related to enhancing fitness development. • Defines and explains how to implement the FITT Principle for skill fitness development. • Identifies location of pulse and provides examples of activities that increase heart rate. • Explains the benefits of physical activity. • Recognizes and explains how physical activity influences physiological changes in their body. • Describes the impact of food and hydration choices on physical activity. • Describes how movement positively affects personal health. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> • Fitnessgram Test – “How do you do Fitness Testing in PE” (<i>The PE Specialist</i>) • Fitness Knowledge – “Tools for Learning Fitness Knowledge” (<i>OPEN</i>) • Plug and Play Fitness – “Tools for Learning Plug & Play Fitness” (<i>OPEN</i>) • “Teaching the 5 Components of Health Related Fitness” (<i>The PE Specialist</i>) • Run for Fun – “Tools for Teaching Students to Run for Fun” (<i>OPEN</i>) • Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (<i>OPEN</i>)

Block F

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Gymnastics/ Parkour	1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.7, 1.5.8, 2.5.1, 2.5.6, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates rolling with the body in a non-dynamic environment. • Combines jumping/landing, rolling, balancing and transfer of weight • from feet to hands in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. • Demonstrates respectful behaviors that contribute to positive social interaction in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Ninja Warrior “Tools for Learning Ninja Warrior Skills” (<i>OPEN</i>) • Gymnastics – “Tools for Learning Educational Gymnastics” (<i>OPEN</i>) • “Balance Tag” (<i>OPEN</i>) • “Kids Parkour” (<i>YouTube</i>, Parkour Generations) • “Parkour for Schools” (<i>YouTube</i>, Parkour Generations)

Block F continued

Topic	Standard	Performance Indicators	Resources & Materials
Yoga	1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.7, 1.5.8, 2.5.1, 2.5.6, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates rolling with the body in a non-dynamic environment. • Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Yoga and Mindfulness – “Tools for Teaching Yoga & Mindfulness” (<i>OPEN</i>) • Cosmic Kids Yoga – “Squish the Fish: Yoga for Kids!” (<i>YouTube, Cosmic Kids Yoga</i>)

Block G

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Base Games	1.5.1, 1.5.9, 1.5.10, 1.5.11, 1.5.15, 1.5.16, 1.5.17, 1.5.18, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates rolling a ball in a non-dynamic environment. • Demonstrates throwing in a variety of practice tasks. • Demonstrates striking with a long-handled implement in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Demonstrates striking an object with a short-handled implement in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Demonstrates kicking a ball using the instep in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. 	<ul style="list-style-type: none"> • Bat and Ball – “Tools for Learning Bat and Ball Games” (<i>OPEN</i>) • “Fun at Bat” (<i>USA Baseball</i>) • Partner Kickball – “Van Meter Elem PE: K-1 Partner Kickball” (<i>YouTube</i>, Bart Jones) • “Big Base Kickball” (<i>YouTube</i>, Patricia DeCorah)

Block G continued

Topic	Standard	Performance Indicators	Resources & Materials
Base Games continued		<ul style="list-style-type: none"> • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Track and Field	1.5.1, 1.5.7, 2.5.1, 2.5.8, 2.5.9, 2.5.10, 2.5.11, 2.5.15, 2.5.16, 2.5.17, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6,	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates jumping and landing in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Establishes goals related to enhancing fitness development. • Defines and explains how to implement the FITT Principle for skill fitness development. • Defines and provides examples of movement activities for developing the skill-related fitness components. • Identifies the need for warm-up & cool-down relative to various physical activities. • Recognizes the critical elements that contribute to proper execution of a skill. • Identifies technology tools that support physical activity goals. • Describes the impact of food and hydration choices on physical activity. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. 	<ul style="list-style-type: none"> • Field Day – “Tools and Resources for Field Day Planning” (<i>OPEN</i>) • “Sprinting and Running Games” (<i>YouTube, Livestrong.com</i>)

Block G continued

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field continued	4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Outdoor Activities	1.5.1, 2.5.1, 2.5.8, 2.5.9, 2.5.10, 2.5.13, 2.5.14, 2.5.16, 3.5.1, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3,	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Establishes goals related to enhancing fitness development. • Defines and explains how to implement the FITT Principle for skill fitness development. • Defines and provides examples of movement activities for developing the skill-related fitness components. • Explains the benefits of physical activity. • Recognizes and explains how physical activity influences physiological changes in their body. • Identifies technology tools that support physical activity goals. • Describes the perspective of others during a variety of activities. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. 	<ul style="list-style-type: none"> • Ideas: <ul style="list-style-type: none"> ○ Snowshoeing ○ Ice Skating ○ Hiking ○ Rock Climbing ○ Learn to Bike

Block G continued

Topic	Standard	Performance Indicators	Resources & Materials
Outdoor Activities continued	4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block H

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Good Sporting Behavior	1.5.1, 1.5.10, 1.5.12, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.5, 4.5.9	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates striking with a long-handled implement in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Recognizes group challenges through movement. • Recognizes personally effective techniques that assist with managing one’s emotions and behaviors in a physical activity setting. • Recognizes group challenges through movement. 	<ul style="list-style-type: none"> • Game Day – “Every Day is Game Day” (<i>OPEN</i>) • Minute to Win It – “Learning Growth Mindset with Minute to Win Challenges” (<i>OPEN</i>) • Personal Responsibility – “Tools for Learning Personal & Social Responsibility” (<i>OPEN</i>) • Team Fitness – “Tools for Learning Team Fitness Adventure” (<i>OPEN</i>) • Yoshi – “PE Games – Yoshi” (<i>YouTube</i>, PhysEdGames) • Hungry Hungry Hippos – “Hungry Hippos PE Edition” (<i>YouTube</i>, Jacob Benson) • Toxic Waste Removal – “Toxic Waste” (<i>YouTube</i>, GYM)

Block H continued

Topic	Standard	Performance Indicators	Resources & Materials
Native Youth Olympics (NYO)	1.5.1, 1.5.2, 1.5.7, 1.5.8, 2.5.7, 2.5.8, 2.5.13, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Defines and provides examples of movement activities for developing the health-related fitness components. • Establishes goals related to enhancing fitness development. • Explains the benefits of physical activity. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. • Describes how movement positively affects personal health. • Explains the rationale for one’s choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • How to Videos for NYO – “Compleitive Events” (<i>NYO Games Alaska</i>)

Block H continued

Topic	Standard	Performance Indicators	Resources & Materials
Target Sports	1.5.9, 1.5.10, 1.5.21, 2.5.4, 2.5.5, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7	<ul style="list-style-type: none"> • Demonstrates rolling a ball in a non-dynamic environment. • Demonstrates throwing in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. 	<ul style="list-style-type: none"> • “Backyard Games” (<i>OPEN</i>) • Ideas: <ul style="list-style-type: none"> ○ Bowling ○ Golf ○ Archery ○ Frisbee Golf ○ Bocce Ball ○ Darts ○ Shuffleboard

Middle School Courses



Grades 6 – 8

Middle School Introduction

The goal of middle school Physical Education is to empower the whole student, within a safe, respectful, and inclusive environment, by refining developed motor skills, applying their knowledge of movement and fitness to different concepts, and practice and strengthen social and personal skills. Students will be able to develop self-confidence and self-efficacy in these areas through developmentally appropriate activities and learn the value and importance of fitness for physical and mental health throughout their lifetime.

Grade 6

<p>Grade(s): 6 Length: Three quarters Prerequisite: None</p>	<p>Course Overview: Physical Education 6 is designed to be an introduction to middle school physical education. This course is designed for students to learn foundational skills, as well as game rules, while engaging in fitness, individual, team, and outdoor pursuits. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below.• Course should include activities that cover:<ul style="list-style-type: none">○ Fitness○ Individual○ Team○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self-expression impacts individual engagement in physical activity. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Pickleball • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Track and Field • Tumbling • Wrestling • Knockout (Basketball) 	<p>Standard 1, Standard 2, Standard 3, Standard 4</p>	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> ● 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. ● 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. ● 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. ● 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. ● 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. ● 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. ● 2.8.9 Identifies and compares the components of health and skill-related fitness. ● 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. ● 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. ● 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. ● 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. ● 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. ● 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others’ differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> ● 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. ● 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. ● 4.8.1 Describes how self- expression impacts individual engagement in physical activity. ● 4.8.2 Describes how social interaction impacts individual engagement in physical activity. ● 4.8.3 Participates in a variety of physical activities that can positively affect personal health. ● 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. ● 4.8.5 Examines individual and group challenges through movement. ● 4.8.6 Sets goals to participate in physical activities based on examining individual ability. ● 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. ● 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. ● 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. <p>4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Wilderness Skills 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. <p>4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	

Grade 7

<p>Grade(s): 7 Length: Three quarters Prerequisite: None</p>	<p>Course Overview: Physical Education 7 is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. Students also learn to become active individuals through participation in a variety of physical activities while engaging in fitness, individual, team, and outdoor pursuits categories</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below.• Course should include activities that cover:<ul style="list-style-type: none">○ Fitness○ Individual○ Team○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga 	<p>Standard 1, Standard 2, Standard 3, Standard 4</p>	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self-expression impacts individual engagement in physical activity. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. <p>4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fitness Walking • Footbag • Golf (e.g., traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Pickleball • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Track and Field • Tumbling • Wrestling • Knockout (Basketball) 	<p>Standard 1, Standard 2, Standard 3, Standard 4</p>	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Grade 8

<p>Grade(s): 8 Length: Three quarters Prerequisite: None</p>	<p>Course Overview: Physical Education 8 is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below.• Course should include activities that cover:<ul style="list-style-type: none">○ Fitness○ Individual○ Team○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Pickleball • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Track and Field • Tumbling • Wrestling • Knockout (Basketball) 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 	<ul style="list-style-type: none"> • <i>OPEN</i> • <i>Spark Family</i>

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others’ differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> ● 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. ● 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. ● 4.8.1 Describes how self- expression impacts individual engagement in physical activity. ● 4.8.2 Describes how social interaction impacts individual engagement in physical activity. ● 4.8.3 Participates in a variety of physical activities that can positively affect personal health. ● 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. ● 4.8.5 Examines individual and group challenges through movement. ● 4.8.6 Sets goals to participate in physical activities based on examining individual ability. ● 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. ● 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. ● 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Wilderness Skills 	<p>Standard 1, Standard 2, Standard 3, Standard 4</p>	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body’s response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> ● 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. ● 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. ● 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. ● 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. ● 3.8.1 Understands and accepts others' differences during a variety of physical activities. ● 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. ● 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. ● 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. ● 3.8.5 Explains the value of a specific physical activity in culture. ● 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. ● 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. ● 3.8.8 Solves problems amongst teammates and opponents. ● 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. ● 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> ● 4.8.1 Describes how self- expression impacts individual engagement in physical activity. ● 4.8.2 Describes how social interaction impacts individual engagement in physical activity. ● 4.8.3 Participates in a variety of physical activities that can positively affect personal health. ● 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. ● 4.8.5 Examines individual and group challenges through movement. ● 4.8.6 Sets goals to participate in physical activities based on examining individual ability. ● 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. ● 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. ● 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Integrated Health & PE 6

Grade(s): 6

Length: Two semesters

Prerequisite: None

Course Overview:

The 6th grade Integrated Health & Physical Education course effectively merges health and physical education to underscore the essential link between physical/health literacy. The primary focus is on acquiring fundamental health and physical education information while simultaneously fostering the development of healthy, active individuals through engaging in a diverse range of physical activities.

***Integrated Health and Physical Education 6* is a yearlong course and combines the following two courses: Health 6 (one quarter) and Physical Education 6 (three quarters).** See grade 6 Health and PE curriculum for more information.

Adopted Textbook:

Spark PE (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Integrated Health & PE 7

Grade(s): 7

Length: Two semesters

Prerequisite: None

Course Overview:

Integrated Health & Physical Education 7 integrates the 7th grade health and physical education objectives to emphasize the essential relationship between physical, intellectual, social, and emotional health. It focuses on the acquisition of accurate health information and the ability to make healthy decisions while learning how to become healthy, active individuals through participation in a variety of physical activities.

***Integrated Health and Physical Education 7* is a yearlong course and combines the following two courses: Health 7 (one quarter) and Physical Education 7 (three quarters).** See grade 7 Health and PE curriculum for more information.

Adopted Textbook:

Spark PE (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Integrated Health & PE 8

Grade(s): 8

Length: Two semesters

Prerequisite: None

Course Overview:

Integrated Health & Physical Education 8 is essential for students to learn in tandem resulting in maximum efficiency and effectiveness in supporting life-long concepts of health and well-being. The core concepts of Integrated Health/P.E. have a natural evolution in which the physical experience of P.E. builds on and supports the integration and internalization of health concepts and knowledge within students. To embrace the unique challenges of Alaska's geographic location, cultural diversity, climate and local school structure, indoor and outdoor facilities will be used.

***Integrated Health and Physical Education 8* is a yearlong course and combines the following two courses: Health 8 (one quarter) and Physical Education 8 (three quarters).** See grade 8 Health and PE curriculum for more information.

Adopted Textbook:

Spark PE (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Middle School PE

Grade(s): 6-8

Length: Three quarters

Prerequisite: None

Course Overview:

The middle school physical education (PE) curriculum is specifically tailored to cater to students across multiple grade levels, offering a diverse array of activities and games to develop their fine and gross motor skills. Through a multi-grade level classroom environment, students have the opportunity to engage in a wide range of physical activities similar to those offered in grade-specific PE classes. The curriculum emphasizes the establishment of a strong foundation in physical literacy by imparting knowledge on skill development, safety practices, rules, and the proper maintenance of equipment for both team-based and individual sports. This comprehensive approach is designed to instill a deep understanding and appreciation for physical activity while nurturing a sense of teamwork and fostering individual growth.

Grade-specific PE curriculums offer a range of activities, games, and skills that can be adapted to suit each teacher's unique classroom environment and the varying skill levels of their students. See the Grade 6, 7, and 8 PE curriculum

Adopted Textbook:

Spark PE (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Pool

<p>Grade(s): 6-8 Length: One quarter Prerequisite: None</p>	<p>Course Overview: <i>Pool</i> covers a wide variety of aquatic activities. Non-swimmers will receive small group instruction to develop basic swimming skills. All students will have the opportunity to learn multiple swim strokes. Enrichment activities may include water polo, cold-water safety/ rescue, canoe/ kayak skills, basic diving skills, snorkeling, advanced diving skills, water slides, and recreational swim time. Swimsuit, towel, and waterproof bag are required; goggles are strongly recommended.</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Water Safety• Foundational Techniques• Swimming Strokes• Lap Swimming• Diving• Enrichment Activities

Unit: Water Safety

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Safe and Responsible Behavior While in the Pool Facility	3	<ul style="list-style-type: none"> 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. 	<ul style="list-style-type: none"> Proper Locker Room Rules Pool Deck Rules Swimming Lane Etiquette “Swimming Safety” (American Red Cross)
Self Rescue	1, 2	<ul style="list-style-type: none"> 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> Swim England Resource Pack – “Swimming and Water Safety in Schools” (Swim England)
Use of Lifejacket	1, 2	<ul style="list-style-type: none"> 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> How to properly size and wear a life jacket Perform compact jump with life jacket Water Safety USA resources
Swimming with Clothing On	1	<ul style="list-style-type: none"> 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. 	
Ice Safety	3	<ul style="list-style-type: none"> 3.8.5 Explains the value of a specific physical activity in culture. 	<ul style="list-style-type: none"> Students analyze what seasons in outdoor water sources may pose dangers to recreationalists. Ice rescue techniques
Hypothermia	4	<ul style="list-style-type: none"> 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. 	<ul style="list-style-type: none"> Identify causes, symptoms, and treatments of hypothermia. Identify Alaskan outdoor pursuits that may pose risks of hypothermia.

Unit: Foundational Techniques

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Body Movement	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Gliding • Forward Movement • Backward Movement • Surface v. Underwater Movement
Floating	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Front Flotation • Back Flotation • Survival Floating
Kicking	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Flutter Kick • Dolphin Kick • Backstroke Kick • Butterfly Kick • Kickboard Kicking • Game: Gladiator – “Swimming Games to Make Swim Practice Fun” (<i>Sport Fitness Advisor</i>)

Unit: Foundational Techniques continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Arm Movement Drills	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Sculling • Winging • Finning • Pulling
Breathing	2, 4	<ul style="list-style-type: none"> • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. 	<ul style="list-style-type: none"> • Breath Control • Rhythmic Breathing
Treading Water	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Treading with arms with sculling arm motions and kicks. • Treading with different kicks.

Unit: Swimming Strokes

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Competitive Strokes	1, 2, 4	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Breaststroke • Butterfly • Freestyle (Front Crawl) • Backstroke (Back Crawl)
Non-Competitive Strokes	1, 2, 4	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Sidestroke • Elementary Backstroke

Unit: Lap Swimming

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Turns	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Open Turns • Closed Turns • Flip Turns
Endurance	2	<ul style="list-style-type: none"> • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. 	<ul style="list-style-type: none"> • Laps for Distance or Time • Students can adjust intensity according to distance while rating their effort according to a RPE Scale.
Team Work	3, 4	<ul style="list-style-type: none"> • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Relays

Unit: Diving

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Deep Diving	1	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. 	<ul style="list-style-type: none"> • Progressions until student can retrieve an item from the deepest depth of the pool. • Equalizing • Buoyancy Control
Entry Diving	1	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. 	<ul style="list-style-type: none"> • Progressions from side of pool: sitting, kneeling, crouching, and standing • 1 Meter Diving Board • 3 Meter Diving Board • Competition-Style Entry

Unit: Enrichment Activities

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Paddling	1, 4	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Kayak Paddling • Canoe Paddling
Team Games	1, 2, 3, 4	<ul style="list-style-type: none"> • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Beach Ball Volleyball • Water Polo • Sharks and Minnows

Enrichment Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Snorkeling	1, 2	<ul style="list-style-type: none"> • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Mask Use and Clearing • Snorkel Use and Clearing • Fin Use (if available)
Goal Setting	2, 4	<ul style="list-style-type: none"> • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. 	<ul style="list-style-type: none"> • Students identify individual strengths and weaknesses, and develop goals for the quarter.

High School Courses



Grades 9-12

High School Introduction

The high school physical education curriculum is designed to provide a variety of movement and activity experiences within a safe, respectful, and inclusive environment. The activity areas have been chosen for their unique contributions to the well-rounded development of young people so they can identify their preferred physical activity, its lifelong benefits, refine and hone their motor skills, have the functional ability to develop social skills through peer interaction, and understand and value the importance of fitness for physical and mental health throughout their lifetime.

The *Fundamentals of Physical Education* course is a prerequisite for many of the high school physical education courses. It provides a comprehensive overview of physical education with a variety of physical fitness activities (see [Suggested Activities](#)). The remaining course choices provide students the opportunity to continue their physical education experience through a variety of activities.

Graduation Requirements

One and one half (1.5) physical education credits (three semesters) are required for graduation.

Application for PE Credit

Per School Board Policy 984 (Advancement in Instruction – Graduation Requirements) students may earn $\frac{1}{4}$ credit of physical education credit for each full season of participation in approved interscholastic and intramural athletic competition. The total credit earned shall not exceed one full credit.

Suggested Activities for High School PE

Fitness	Individual	Team	Outdoor Pursuits
Activities may include, but are not limited to:			
<ul style="list-style-type: none"> • Aerobics (e.g., aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g., adventure racing, ropes) • Pilates • Plyometrics • Prevention and Care of Injuries • Resistance Training (e.g., partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g., machines, free weights, stretch bands) • Yoga 	<ul style="list-style-type: none"> • Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g., traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle/Marksmanship • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling 	<ul style="list-style-type: none"> • Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo 	<ul style="list-style-type: none"> • Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g., biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills

Fundamentals of PE

Grade(s): 9-12
Length: One semester
Credit: 0.5
Prerequisite: None

Course Overview:

Fundamentals of Physical Education is designed to be an introduction to high school physical education. It is strongly recommended that students take this course their 9th grade year because it provides a comprehensive overview of physical education and is a prerequisite for many other physical education courses. Competency is developed in a wide range of activities and students are prepared to make informed decisions about future recreation and fitness pursuits. This course includes the instruction of a variety of physical fitness activities from the fitness category and multiple activities from two or more of the following categories: Individual, Team, and Outdoor Pursuits (see [Suggested Activities](#)).

Adopted Textbook:

Spark PE (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units

(Recommended Order)

- For this semester long course pick at least 2 from each column of the “[Suggested Activities for High School PE](#)”
- Course should include activities that cover:
 - Fitness
 - Individual
 - Team
 - Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g., aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g., adventure racing, ropes) • Pilates • Plyometric • Prevention and Care of Injuries • Resistance Training (e.g., partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g., machines, free weights, stretch bands) • Yoga 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> • <i>OPEN</i> • <i>Spark Family</i>

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle/Marksmanship • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one’s emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Team Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g., biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Fitness: Individual

<p>Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview: <i>Fitness: Individual</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Fitness and Individual, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on individual skill development, goal setting, and self-evaluation. Fitness/Individual includes the instruction of a minimum of two (2) Fitness and two (2) Individual activities (see Physical Education Standards for suggested activities).</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• From the suggested activities in the charts on the pages below, choose a minimum of 2 units from Fitness Activities and 2 units from the Individual Activities. These will vary in length from 2-3 weeks to make your semester long course.

Unit: Fitness Activities

Per semester, select a minimum of two Fitness activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Pilates • Plyometric • Prevention and Care of Injuries • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g. machines, free weights, stretch bands) • Yoga 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. 	

Fitness Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one’s emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Per semester, select a minimum of two Individual Activities form the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g., traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle/Marksmanship • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Individual/ Team

Grade(s): 9-12
Length: One semester
Credit: 0.5
Prerequisite: *Fundamental of PE*

Course Overview:

Individual/Team is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Individual and Team, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on both individual and team improvement and sportsmanship. This course includes the instruction of a minimum of two Individual and two Team activities.

Adopted Textbook:

Spark PE (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units

(Recommended Order)

- From the Suggested Activities columns on the pages below, choose a minimum of two from **Individual Activities** and two from the **Team Activities**. These will vary in length from 1-3 weeks to make your semester long course.

Unit: Individual Activities

Per semester, select a minimum of two individual activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle Marksmanship • Rollerblading/ Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. 	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one’s emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Per semester, select a minimum of two team activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. 	

continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one’s emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Outdoor Education

<p>Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview: <i>Outdoor Education</i> provides students with the skills and knowledge essential for safety, competence, and confidence in outdoor/ backcountry activities. Hiking, backpacking, fishing, skiing, berry picking, snow machining, and boating are some of the Alaskan outdoor activities in which students may participate. Through adequate preparation, good judgment, competent decision-making, and knowledge of emergency procedures, students can learn how to be survivors instead of statistics. Emphasis in this course will also be placed on skill, social development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of outdoor fitness concepts. This course also promotes awareness and appreciation of the cultural, environmental, and experiential values of the outdoors. Outdoor Education includes the instruction of a minimum of four Outdoor Pursuits activities.</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• From the Suggested Activities column on the pages below, choose 4-10 activities. These will vary in length from 1-3 weeks to make your semester long course.

Unit: Outdoor Pursuits

Per semester, select 4-10 activities from the Suggested Activities column below.

Suggested Teaching Time:

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g. biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/ Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u> • <u>“Outdoor Skills Education Handbook: A Guide for Developing and Implementing School-Based Outdoor Skills Education”</u> (<i>Association of Fish and Wildlife Agencies</i>) • <u>“Hunter Information and Training (HIT) Program”</u> (<i>Alaska Department of Fish and Game</i>)

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. 	

Outdoor Pursuits

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one’s emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Weight Training

Grade(s): 9-12
Length: One semester
Credit: 0.5
Prerequisite: *Fundamental of PE*

Course Overview:
This physical education course will provide in-depth instruction in weight training. The main focus of the course will be to improve muscular strength and endurance, cardiovascular fitness, and flexibility. Prior to any training, students will learn about safe lifting, weight room safety, and cleaning and disinfecting the instructional space. Focus within the course will also include learning about periodization, the principles of overload and specificity, and determining personal best lifts. Emphasis will be placed on the student's ability to plan for improvement after developing goals and a personal fitness plan.

Adopted Textbook:
Spark PE (New School Media) and [Online Physical Education Network \(OPEN\)](#)

- | Units
(Recommended Order) |
|--|
| <ul style="list-style-type: none">• Weight room safety• Types of training<ul style="list-style-type: none">○ Free weights○ Machine weights○ Body weight○ Isometric○ Plyometric• Goals of training<ul style="list-style-type: none">○ Shaping○ Toning○ Stretching○ Strength development• Program Practice<ul style="list-style-type: none">○ Picking a program that works for you• Designing an Individualized program |

Unit: Weight Room Safety

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Weight Room Safety	3.12.6, 3.12.2, 3.12.7	<ul style="list-style-type: none"> • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Weight Room Rules for High School” (PLT4M) • “Safety” (Mrs. Tilson; Essex District High School, Ontario – Weebly)

Unit: Types of Training

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Types of Training	1.12.1, 1.12.6, 1.12.7, 1.12.8, 2.12.1, 4.12.3	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Identifies and participates in physical activity that positively affects health. 	<ul style="list-style-type: none"> • Spark Family

Unit: Goals of Training

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Goals of Training	2.12.6, 2.12.7, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.9	<ul style="list-style-type: none"> • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. 	<ul style="list-style-type: none"> • “What are Some Realistic Weight Lifting Goals to Aim For?” (<i>Caliber</i>) • “Five Goals for Strength Training” (<i>Revelation Wellness</i>) • “5 Beginner Goals for Resistance Training” (<i>Howdy Health</i>) • “Defining and Setting Your Personal Goals” (<i>Fitness Health 101</i>)

Unit: Program Practice

Suggested Teaching Time: 7 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Program Practice	1.12.1, 1.12.6, 1.12.7, 1.12.8, 2.12.1, 2.12.6, 2.12.7, 3.12.2, 3.12.6, 3.12.7, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.9	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Selects and participates in physical activities that meet the need for social interaction. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. 	<ul style="list-style-type: none"> • “Strength Training” (<i>Fitness Health 101</i>)

Unit: Designing an Individualized Program

Suggested Teaching Time: 2-3 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Designing an Individualized Program	2.12.1, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.12	<ul style="list-style-type: none"> • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises. • Applies knowledge of rest when planning regular physical activity. 	<ul style="list-style-type: none"> • <i>Spark Family</i> • <i>“Strength Training”</i> (<i>Fitness Health 101</i>)

Yoga

<p>Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview: <i>Yoga</i> is an ancient form of exercise that incorporates a wide variety of styles. It helps to bring balance into the body and mind through physical postures and breathing exercises. Yoga allows one to develop strength, flexibility, and concentration through a variety of challenging poses and movement sequences. Benefits of yoga include enhanced physical, mental, and emotional health.</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Part 1: Introduce basic yoga poses & postures• Part 2: Practice slow and basic yoga sequences with a new addition of breathing techniques• Part 3: Develop more advanced yoga flows that introduce new movements throughout the workout

Unit: Introduction

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Introduce Basic Yoga Poses and Postures	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)

Unit: Breath to Movement Flows

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Practice Slow and Basic Yoga Sequences with a New Addition of Breathing Techniques	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)

Unit: Advanced Yoga Flows

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Develop More Advanced Yoga Flows that Introduce New Movements Throughout the Workout	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701



Fairbanks North Star Borough School District

HEALTH CURRICULUM

Draft One



To view draft one in its entirety and to leave feedback, visit the district website at

<https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides>.

Curriculum Revision Process

The Fairbanks North Star Borough School District is revising its K-12 Health Curriculum. A strong and effective final document depends on careful deliberation of the proposed changes. Input from educators, parents, students, and the community is a critical factor in the curriculum revision process.

Per [Administrative Regulations 910](#), this process began with community input and research of current trends, best practices, and alignment to Standards. Each draft is made available to the public, and all feedback is reviewed and considered by the curriculum writers and the Department of Teaching and Learning.

To view draft one in its entirety and to leave feedback, visit the district website at

<https://www.k12northstar.org/departments/teaching-learning/curriculum-instruction/curriculum-guides>

Proposed Changes to Draft One

Elementary

The proposed curriculum is aligned to the new SHAPE Standards revised in the spring of 2024 and the National Sex Education Standards. A new format was applied to this draft; essential questions and behavior outcomes were removed and replaced with performance indicators. Grade bands were shifted from PreK-K, 1-2, 3-4, and 5 to grades K-2 and 3-5. In grades K-5, the topics of disease prevention and personal wellness were replaced with Personal Health and Development (which includes disease prevention); the topic of Health Advocacy was added too. Also, in grades 3-5, the topic of Human Growth and Development was added.

Proposed Changes to Draft One

Middle School

The proposed curriculum is aligned to the new SHAPE Standards revised in the spring of 2024 and the National Sex Education Standards. A new format was applied to this draft; essential questions and behavior outcomes were removed and replaced with performance indicators. The following units were added to grade 7 curriculum: goal setting and decision making, healthy relationships and communication, safety and first aid, and physical activity and healthy lifestyles. Also, the following units were added to the eighth grade curriculum: addictive substances, mental and emotional health, and sexual health which includes the topics of abstinence, state/ federal laws, fetal development, contraceptives, and prenatal care.

High School

The proposed curriculum is aligned to the new SHAPE Standards revised in the spring of 2024 and the National Sex Education Standards. A new format was applied to this draft; mastery core objectives were replaced with performance indicators. A unit on Safety and First Aid was added to the high school Health course. Also, Health elective courses (Health Leadership Skills and Applied Health Skills) were removed and only the Health course required for graduation remains.



Fairbanks North Star Borough School District

Health Curriculum



Grades K-12
2024 – 2025 Revision – Draft 1

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Acknowledgements

Health Curriculum Writers

Aaron Beardsley – North Pole High
David DeVaughn – West Valley High School
Katy Janega – Weller Elementary
Max Ott – Lathrop High School
Ann Rowley – North Pole Middle
Maggie Samson – Barnet Magnet School

Health Researchers

Health teachers met during professional development in October 2021 and August of 2022 to begin the research stage for Health curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Michelle Daml (Curriculum Coordinator during research stage in 2021-2023.)
Rachel Reilly (Curriculum Coordinator during research stage in 2021-2023.)
Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statement

Health is essential for every student’s education and lifelong well-being. The FNSBSD Health Curriculum addresses core principles of physical, mental, and social health within a safe, respectful, and inclusive learning environment. These principles promote self-efficacy and wellness throughout life, so that students can actively apply the skills and make informed personal choices that lead to healthy and fulfilling lives. This curriculum will equip students with the practical health information and skills necessary for wellness, and to understand how their health is interconnected to their environment.

To support health and well-being of self and others, FNSBSD students will be confident in their ability to:

- Use practical health information.
- Analyze influences that affect self and others.
- Access valid and reliable resources.
- Use interpersonal communication skills, decision-making processes, and goal-setting processes.
- Advocate and promote the health and well-being of self and others.

Health Curriculum Overview

The elementary health curriculum contains a broad range of topics. It is designed to be taught in a manner that best meets the needs of students. Delivery may involve classroom teachers, support staff, counselors, nurses, and principals. The elementary health curriculum may be covered in multiple curricular areas.

The secondary level offers stand-alone health courses in grades 6-12.

The goal of sex education in the Fairbanks North Star Borough School District (FNSBSD) is to help young people navigate sexual development and grow into sexually healthy adults. To be effective, sex education must include medically accurate information about a broad range of topics such as:

- Consent and healthy relationships;
- Puberty and adolescent development;
- Sexual and reproductive anatomy and physiology;
- Interpersonal and sexual violence;
- Contraception, pregnancy, and reproduction;
- HIV and other STDs/STIs.

“Quality sex education goes beyond delivering information. It provides young people with opportunities to explore their own identities and values, along with the values and beliefs of their families and communities. It also allows young people to practice the communication, negotiation, decision-making, and assertiveness skills they need to create healthy relationships—both sexual and nonsexual—throughout their lives.”¹

“Research shows that quality sex education programs can help young people delay the onset of sexual activity, reduce the frequency of sexual activity, reduce their number of sexual partners, and increase condom and contraceptive use.”²

An involved, coordinated effort at all levels will ensure topics are within the focus of the curriculum. All areas of health curriculum will be taught with sensitivity and in a safe and inclusive environment.

¹ *National Sex Education Standards: Core Content and Skills, K-12.* (Second ed.) Future of Sex Education (FOSE), 2020. Page 6.

² *National Sex Education Standards: Core Content and Skills, K-12.* (Second ed.) Future of Sex Education (FOSE), 2020. Page 6.

Explanation of Terms

Alaska Cultural Standards:

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments. For more information, visit the [Alaska Dept. of Education and Early Development website](#).

Society of Health & Physical Education (SHAPE):

[SHAPE America's National Health Education Standards](#) serve as an important framework to ensure consistency and quality in school health education. This framework (as with national standards of other content areas) is used by teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress.

National Sex Education Standards (NSES)

The National Sex Education Standards: Core Content and Skills, K–12 (Second Edition) were developed by the Future of Sex Education (FoSE) Initiative, a partnership between Advocates for Youth, Answer, and SIECUS: Sex Ed for Social Change that seeks to create a national dialogue about the future of sex education and to promote the institutionalization of quality sex education in public schools. To learn more, please visit the [SHAPE National Sex Education Standards](#).

Performance Indicators:

Articulate more specific goals that lead toward progress of the standard.

Standards

The Health Curriculum is aligned to the:

- SHAPE standards (revised 2024),
- National Sex Education Standards (*FOSE, 2020*), and
- Alaska Content Standards – Skills for a Healthy Life (revised 2016).

Elementary Courses



Grades K-5

Kindergarten – Grade 2

Adopted Textbook:

Health and Fitness, Harcourt, 2007;

Lauren’s Kingdom Kit, Lauren’s Kids Foundation, 2014; and

Safer, Smarter Kids Prevention Education Curriculum Kit, Lauren’s Kids Foundation, 2014.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Development (Including Disease Prevention)	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 10 - Feelings ○ Have students role-play asking for help in life situations. ○ Use a feelings chart to demonstrate emotions. ○ Have students model appropriate personal space in different settings. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Invite the school counselor to discuss bullying. ○ StopBullying.gov (US Dept. of Health & Human Services) ○ Role-play threatening situation and appropriate responses. ○ Invite a police officer to make a presentation.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Development continued		<ul style="list-style-type: none"> ● 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. ● 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. ● 4.2.5 Demonstrate ways to show kindness and compassion. ● 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. ● 5.2.2 Recognize when help is needed for a health-related decision. ● 5.2.3 Describe options and potential outcomes for a health-related decision. ● 5.2.4 Choose an option that supports health and well-being. ● 6.2.1 Determine a health behavior to change or reinforce. ● 6.2.2 Identify a goal that supports health and well-being. ● 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. ● 6.2.4 Describe actions that support reaching a health-related goal. ● 6.2.5 Take action to achieve a health-related goal. ● 6.2.6 Reflect on the results of goal-setting. ● 7.2.1 Identify practices and behaviors that support health and well-being of self and others. ● 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.2.1 Make requests to support personal health and well-being. ● 8.2.2 Identify a variety of ways to support others in making health-promoting choices. ● 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Suggested Activities
Relationships	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES: <ul style="list-style-type: none"> ○ GI.2.IC.1 ○ CHR.2.IC.1 ○ CHR.2.IC.2 ○ IV.2.IC.1 ○ IV.2.DM.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Health Community ○ FNSBD Technology Policy ○ Role-play listening skills, taking turns, sharing, and asking appropriate questions. ○ Create a bubble map to describe a friend. ○ Draw a picture of their family. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Have students role-play situations where they would say “No!” ○ Talk with the class about peacemaking and peace breaking behaviors with the school counselor. ○ Use a Weekly Reader or other medium with a current health topic and discuss with the class.

Topic	Standard	Performance Indicators	Suggested Activities
Relationships continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Ask a dental or other professional to make a class presentation. ○ Visit a firehouse. ○ Have the class make a list of trusted adults. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Brainstorm about the different types of health care careers and the work involved. ○ Invite a health care professional to make a presentation. ○ Identify and explain warning on products.

Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Communication	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Have students role-play asking for help in life situations. ○ Use a feeling chart to demonstrate emotions.

Topic	Standard	Performance Indicators	Suggested Activities
<p>Communication continued</p>	<p>health and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. 	<ul style="list-style-type: none"> ○ Have students model appropriate personal space in different settings. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Invite the school counselor to discuss bullying. ○ StopBullying.gov (<i>US Dept. of Health & Human Services</i>) ○ Role-play threatening situations and appropriate responses. ○ Invite a police officer to make a presentation.

Topic	Standard	Performance Indicators	Suggested Activities
Communication continued		<ul style="list-style-type: none"> • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Safety and First Aid	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ How and when do students call 911. ○ Review school rules. ○ Have students role play <i>No! – Go Tell</i> situations with their classmates. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing – Safer and Smarter Kids

Topic	Standard	Performance Indicators	Suggested Activities
Safety and First Aid continued	<p>health and well-being of self and others</p> <ul style="list-style-type: none"> • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES <ul style="list-style-type: none"> ○ IV.2.AI.1 ○ IV.2.AI.2 • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. 8.2.3 Encourage others to make health-promoting choices. 	<ul style="list-style-type: none"> ○ Talk with students about how schools and recess rules are made to prevent accidents that may cause injuries. ○ Show students a first aid kit and what might be inside. ○ Review when to call 911 and have students practice making 911 calls on an unplugged phone.

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness	<ul style="list-style-type: none"> ● Standard 1: Use functional health information to support health and well-being of self and others. ● Standard 2: Analyze influences that affect health and well-being of self and others. ● Standard 3: Access valid and reliable resources to support health and well-being of self and others. ● Standard 4: Use interpersonal communication skills to support health and well-being of self and others. ● Standard 5: Use a decision-making process to support health and well-being of self and others ● Standard 6: Use a goal-setting process to support health and well-being of self and others. ● Standard 7: Demonstrate practices and behaviors to support health. ● Standard 8: Advocate to promote health and well-being of self and others. ● AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> ● 1.2.1 Identify strengths and assets that support health and well-being. ● 1.2.2 Identify dimensions of wellness. ● 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. ● 1.2.4 Describe health-promoting behaviors. ● 1.2.5 Explain the importance of health and well-being. ● 1.2.6 Identify how the environment affects personal and community health. ● 1.2.7 Explain when it is important to seek health care. ● 2.2.1 Identify various influences that affect health and well-being. ● 2.2.2 Determine the ways various influences affect personal health and well-being. ● 2.2.3 Explain how various influences affect the health and well-being of others. ● 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. ● 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. ● 3.2.3 Locate school and community health helpers. ● 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. ● 4.2.2 Use active listening skills in a variety of situations. ● 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. ● 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. ● 4.2.5 Demonstrate ways to show kindness and compassion. ● 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> ● Kindergarten: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ The President’s Challenge (<i>US Dept. of Health & Human Services</i>) ○ Brainstorm healthy activities and foods. ○ Introduce students to Healthy Futures. ● Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Have students participate in the Healthy Futures Programs with the help of parents/ guardians. ○ Design a well balanced meal and identify the food groups in their school lunch. ○ Use Kids Health for more nutrition information (<i>Nemours Children’s Health</i>).

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness continued		<ul style="list-style-type: none"> ● 5.2.2 Recognize when help is needed for a health-related decision. ● 5.2.3 Describe options and potential outcomes for a health-related decision. ● 5.2.4 Choose an option that supports health and well-being. ● 6.2.1 Determine a health behavior to change or reinforce. ● 6.2.2 Identify a goal that supports health and well-being. ● 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. ● 6.2.4 Describe actions that support reaching a health-related goal. ● 6.2.5 Take action to achieve a health-related goal. ● 6.2.6 Reflect on the results of goal-setting. ● 7.2.1 Identify practices and behaviors that support health and well-being of self and others. ● 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.2.1 Make requests to support personal health and well-being. ● 8.2.2 Identify a variety of ways to support others in making health-promoting choices. ● 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Study the nutrition pie chart. ○ Make a collage of healthy foods. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Create a collage of healthy activities. ○ Find pictures of food and place them in the correct food group. ○ My Plate (USDA)

Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ Brainstorm situations when you would need to ask for help.

Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy continued	<ul style="list-style-type: none"> ● Standard 3: Access valid and reliable resources to support health and well-being of self and others. ● Standard 4: Use interpersonal communication skills to support health and well-being of self and others. ● Standard 5: Use a decision-making process to support health and well-being of self and others ● Standard 6: Use a goal-setting process to support health and well-being of self and others. ● Standard 7: Demonstrate practices and behaviors to support health. ● Standard 8: Advocate to promote health and well-being of self and others. ● NSES <ul style="list-style-type: none"> ○ GI.2.IC.1 ○ CHR.2.IC.1 ○ CHR.2.IC.2 ○ IV.2.IC.1 ○ IV.2.DM.1 ● AK STATUTE: AS.14.30.355 ● AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> ● 1.2.7 Explain when it is important to seek health care. ● 2.2.1 Identify various influences that affect health and well-being. ● 2.2.2 Determine the ways various influences affect personal health and well-being. ● 2.2.3 Explain how various influences affect the health and well-being of others. ● 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. ● 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. ● 3.2.3 Locate school and community health helpers. ● 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. ● 4.2.2 Use active listening skills in a variety of situations. ● 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. ● 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. ● 4.2.5 Demonstrate ways to show kindness and compassion. ● 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. ● 5.2.2 Recognize when help is needed for a health-related decision. ● 5.2.3 Describe options and potential outcomes for a health-related decision. ● 5.2.4 Choose an option that supports health and well-being. ● 6.2.1 Determine a health behavior to change or reinforce. ● 6.2.2 Identify a goal that supports health and well-being. ● 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. ● 6.2.4 Describe actions that support reaching a health-related goal. ● 6.2.5 Take action to achieve a health-related goal. ● 6.2.6 Reflect on the results of goal-setting. ● 7.2.1 Identify practices and behaviors that support health and well-being of self and others. 	<ul style="list-style-type: none"> ○ Role play the situations of how to ask for help. ● Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ Brainstorm good health choices. ○ Pair students and have them role play encouraging a friend to make a good choice. ○ Encourage students to remind each other to wash their hands.

Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy continued		<ul style="list-style-type: none"> • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	

Grades 3 – 5

Adopted Textbook:

Health and Fitness, Harcourt, 2007;

Lauren’s Kingdom Kit, Lauren’s Kids Foundation, 2014; and

Safer, Smarter Kids Prevention Education Curriculum Kit, Lauren’s Kids Foundation, 2014.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Developments (including disease prevention)	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • . 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapters 1, 8, and 10 ○ Have the class research different germs and how they spread. ○ For more information, use www.fightbac.org (<i>Partnership for Food Safety Education</i>). ○ Invite a guest speaker to discuss disease prevention. • Grade 5: <ul style="list-style-type: none"> ○ Chapters 1, 8, and 10 ○ Research different types of communicable diseases and resources available in students’ home areas. Relate health choices to the effects on the body systems. ○ Guest speaker to discuss immunizations.

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Developments continued	<p>health and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. 	<ul style="list-style-type: none"> ○ Guest speaker – local mental health representative to discuss bullying and its effects or DARE officer. ○ Discuss ways self-esteem affects how people meet their personal needs (e.g. love, acceptance, belonging).

Topic	Standard	Performance Indicators	Suggested Activities
Personal Health and Developments continued		<ul style="list-style-type: none"> • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Relationships	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Have a class discussion about decisions with the help of the school counselor. ○ Role-play different conflict situations and talk in groups to resolve the conflicts. ○ Use role-plays focused on I-messages. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Create a collage of different cultures. ○ Use Kagan Cooperative Learning games for team building. ○ Role-play both pros and cons of passive, assertive, and aggressive communication styles.

Topic	Standard	Performance Indicators	Suggested Activities
Relationships continued	<ul style="list-style-type: none"> • NSES <ul style="list-style-type: none"> ○ GI.5.ADV.1 ○ SO.5.ADV.1 ○ CHR.5.CC.1 ○ CHR.5.CC.2 ○ CHR.5.AI.1 ○ CHR.5.IC.1 ○ CHR.5.CC.2 • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Relationships continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • . 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Brainstorm with the class about where to get correct information.

Topic	Standard	Performance Indicators	Suggested Activities
<p>Consumer Health continued</p>	<ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES: PD.5.AI.1 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> ○ Students use/ develop their research skills (e.g. internet) to develop a pamphlet of these resources. ○ Invite the school’s technology teacher to address the class regarding appropriate use of the internet. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Research second hand smoke, and rights and responsibilities of non-smokers. ○ View different types of advertisements and note what they are trying to sell, how they are selling it, and to whom. ○ Group students and have them research public health information.

Topic	Standard	Performance Indicators	Suggested Activities
Consumer Health continued		<ul style="list-style-type: none"> ● 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. ● 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. ● 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. ● 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. ● 5.5.4 Choose a health-promoting option when making a decision. ● 5.5.5 Reflect on the results of a health-related decision on self and others. ● 6.5.1 Set a goal and explain how the goal supports health and well-being. ● 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. ● 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. ● 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. ● 6.5.5 Track progress toward attaining a health-related goal. ● 6.5.6 Reflect on the goal-setting process and outcomes. ● 7.5.1 Examine practices and behaviors that support health and well-being of self and others. ● 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. ● 8.5.2 Explain how collaboration and communication support advocacy. ● 8.5.3 Identify advocacy skills and strategies to support health and well-being. ● 8.5.4 Demonstrate how to advocate for health and well-being 	

Topic	Standard	Performance Indicators	Suggested Activities
Communication	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Discuss peacemaking/peace-breaking strategies. ○ Role-play different conflict situations and talk in groups to resolve the conflicts. ○ Brainstorm appropriate responses to resolve conflict. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Guest speaker – local mental health representative to discuss bullying and its effects of a DARE officer. ○ Discuss ways self-esteem affects how people meet their personal needs (e.g. love, acceptance, belonging). ○ Role-play playground situations that can be resolved peacefully.

Topic	Standard	Performance Indicators	Suggested Activities
<p>Communication continued</p>	<ul style="list-style-type: none"> • NSES: PD.5.GS.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Communication continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Safety and First Aid	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ Brainstorm options in health-related situations. ○ Have students use the dictionary to look up the word “risk,” discuss

Topic	Standard	Performance Indicators	Suggested Activities
<p>Safety and First Aid continued</p>	<ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. 	<ul style="list-style-type: none"> ○ their findings, and then create a class definition. ○ Invite a Police Department speaker to discuss internet and other safety issues. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ Make a poster about drug use/ abuse. ○ Use Ready.gov for procedures in emergency scenarios (<i>US Dept. of Homeland Security</i>). ○ Discuss the Fairbanks Police Department handout on Internet Safety. ○ Teach Alaskan survival skills.

Topic	Standard	Performance Indicators	Suggested Activities
Safety and First Aid continued		<ul style="list-style-type: none"> • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Participate in Healthy Futures ○ Keep a food and fitness journal for a week; have students write a reflection looking for positive and negative trends in their eating habits. ○ The President’s Challenge (<i>Office of Disease Prevention and Health Promotion</i>) ○ Use GoNoodle for activities • Grade 5: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Create posters of nutritious foods. ○ Maintain food and exercise logs. ○ Discuss food choices in small groups.

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness continued	<ul style="list-style-type: none"> • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. 	

Topic	Standard	Performance Indicators	Suggested Activities
Nutrition and Fitness continued		<ul style="list-style-type: none"> ● 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. ● 8.5.2 Explain how collaboration and communication support advocacy. ● 8.5.3 Identify advocacy skills and strategies to support health and well-being. ● 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills	<ul style="list-style-type: none"> ● Standard 1: Use functional health information to support health and well-being of self and others. ● Standard 2: Analyze influences that affect health and well-being of self and others. ● Standard 3: Access valid and reliable resources to support health and well-being of self and others. ● Standard 4: Use interpersonal communication skills to support health and well-being of self and others. ● Standard 5: Use a decision-making process to support health and well-being of self and others 	<ul style="list-style-type: none"> ● 1.5.1 Explain how to build upon strengths and assets to support health and well-being. ● 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. ● 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. ● 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. ● 1.5.5 Examine how health literacy supports health and well-being. ● 1.5.6 Examine how the environment affects personal and community health. ● 1.5.7 Explain when and why it is important to seek health care. ● 2.5.1 Explain how various influences affect health and well-being. ● 2.5.2 Determine the ways various influences affect the health and well-being of self and others. ● 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. ● 2.5.4 Use strategies and resources to manage influences that impact health and well-being. 	<ul style="list-style-type: none"> ● Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Participate in Red Ribbon week. ○ Have the class role-play saying “No!” to drugs. ○ Discuss the effects of drugs and the symptoms of dependence with help from the school nurse and/or counselor. ● Grade 5: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active

Topic	Standard	Performance Indicators	Suggested Activities
<p>Healthy Life Skills continued</p>	<ul style="list-style-type: none"> • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. 	<ul style="list-style-type: none"> ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Teach Alaska Safe Children’s Act components using a child sexual abuse prevent and education program (<i>Safer, Smarter Kids Prevention Kit</i> is the material adopted by the Alaska DEED and must be used). ○ Explain that physical maturity is reached earlier than the cognitive and social maturity necessary for the demands of parenting. ○ Identify the relationship between personal health choices and individual well-being.

Topic	Standard	Performance Indicators	Suggested Activities
Healthy Life Skills continued		<ul style="list-style-type: none"> • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community

Topic	Standard	Performance Indicators	Suggested Activities
<p>Health Advocacy continued</p>	<p>and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES <ul style="list-style-type: none"> ○ GI.5.ADV.1 ○ SO.5.ADV.1 ○ CHRT.5.IC.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. 	<ul style="list-style-type: none"> ○ Have students share their healthy activities. ○ Talk with the class about stress and its effects; brainstorm strategies for coping. ○ Have the class brainstorm situations where they should listen to their inner voice. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ Have students research and find accurate information on a health related topic. ○ Discuss and practice appropriate nonverbal communication skills. ○ Have students create a PowerPoint or other presentation about a health-related topic using accurate information.

Topic	Standard	Performance Indicators	Suggested Activities
Health Advocacy continued		<ul style="list-style-type: none"> ● 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. ● 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. ● 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. ● 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. ● 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. ● 5.5.4 Choose a health-promoting option when making a decision. ● 5.5.5 Reflect on the results of a health-related decision on self and others. ● 6.5.1 Set a goal and explain how the goal supports health and well-being. ● 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. ● 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. ● 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. ● 6.5.5 Track progress toward attaining a health-related goal. ● 6.5.6 Reflect on the goal-setting process and outcomes. ● 7.5.1 Examine practices and behaviors that support health and well-being of self and others. ● 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. ● 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. ● 8.5.2 Explain how collaboration and communication support advocacy. ● 8.5.3 Identify advocacy skills and strategies to support health and well-being. ● 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Human Growth and Development	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-5: <ul style="list-style-type: none"> ○ <i>Always Changing</i> videos and resources (for sex education topics, you must use material approved by the School Board and listed on the Approved Supplemental List).

Topic	Standard	Performance Indicators	Suggested Activities
Human Growth and Development continued	<ul style="list-style-type: none"> • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Suggested Activities
Human Growth and Development continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Middle School Courses



Grades 6-8

Grade 6

<p>Grade(s): 6 Length: One quarter Prerequisite(s): None</p>	<p>Course Overview: This course provides students an introduction to Health topics for middle schoolers. Topics include character development, online safety, healthy communication, goal setting, decision making, conflict resolution, and other age-appropriate topics relevant to sixth graders.</p> <p>Adopted Textbook: <i>Essential Health Skills for Middle School.</i> Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit,</i> Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Personal Health and Wellness• Health Resources• Goal Setting and Decision Making• Nutrition• Mental and Emotional Health• Safety and First Aid• Healthy Relationships and Communication• Physical Activity and Healthy Lifestyles

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Introduction to Health/ Healthy Life Skills	Standard 1	<ul style="list-style-type: none"> • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Lesson 1.1 • Create your own Health Triangle with preferred activities to promote social, physical, and emotional health. • Discuss basic growth and development issues in adolescents.
Influences of Health	Standard 2	<ul style="list-style-type: none"> • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.1 Analyze the interrelationships between various influences on health and well-being 	<ul style="list-style-type: none"> • Lessons 1.2, 14.1, and 14.2 • List environmental factors that influence health. • Create personal dimension of wellness wheel.
Character Development	Standard 4	<ul style="list-style-type: none"> • 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values. • 4.8.10 Demonstrate ways to communicate empathy and compassion. 	<ul style="list-style-type: none"> • First Tee 9 Core Values • Identifying personal character traits (i.e. Walk in My Shoes Assignment)

Unit: Health Resources

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Verifying Reliable Health Information	Standard 3	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. • 3.8.3 Accessing valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Develop a pamphlet on health related topic using verified sources. • View different advertisements and identify advertising approaches.
Accessing Reliable Health Information	Standard 3	<ul style="list-style-type: none"> • 3.8.3 Accessing valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Group students to research public health information and create public service announcements.

Unit: Goal Setting and Decision Making

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Types of Goals	Standard 6	<ul style="list-style-type: none"> 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting. 	<ul style="list-style-type: none"> Students identify long-term and short-term goals.
Goal Setting Practices	Standard 6	<ul style="list-style-type: none"> 6.8.2 Analyze when individual, supported, or collaborative goal-setting is appropriate. 	<ul style="list-style-type: none"> Self-reflections for physical, mental, social, academic, or lifestyle areas that could benefit from goal setting.
Peer Pressure Influences on Decision Making	Standard 5	<ul style="list-style-type: none"> 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Role play peer pressure and responses in different scenarios.
The Decision Making Process	Standard 5	<ul style="list-style-type: none"> 5.8.1 Explain how the use of a decision-making process affects health and well-being. 	<ul style="list-style-type: none"> Partners develop a create-your-own adventure story based on a scenario.

Unit: Nutrition

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Hydration and Its Importance to the Body	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Create poster advertisements of the benefits of water in the body.
Healthy Food Choices	Standard 5	<ul style="list-style-type: none"> • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Lesson 7.1 • Identify what foods have empty calories. • Compare food nutrients. • Factors affecting family/regional eating habits. • Develop a healthy foods restaurant menu.
Macronutrients	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Identify macronutrients and food sources. • Create a macronutrient superhero.
Healthy Eating	Standard 7	<ul style="list-style-type: none"> • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 7.2 • Design a well-balanced, healthy meal or meal-plan.

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Self-Image and Self-Esteem	Standard 1	<ul style="list-style-type: none"> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> Lesson 5.1 Identify how perceptions can affect self-belief and health.
Identifying Stressors	Standards 1, Standard 5	<ul style="list-style-type: none"> 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. 5.8.6 Evaluate the results of a health-related decision on self and others. 	<ul style="list-style-type: none"> Lesson 5.3 Discuss seasonal effects on mental and emotional health in Alaska: Seasonal Affective Disorder. Identify Stressors for individuals and how people are different in their stressors.
Stress Management	Standard 1	<ul style="list-style-type: none"> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> Identify and practice preferred stress management techniques.
Emotional Health	Standard 1	<ul style="list-style-type: none"> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> Lesson 5.2 Describe how emotions can affect overall health and activities to relieve stress.

Unit: Safety and First Aid

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
School Safety	Standard 7	<ul style="list-style-type: none"> • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Develop a set of class cultural standards/ values important for each class to uphold. • Review ALICE approaches to emergency response.
Fire Safety	Standard 7	<ul style="list-style-type: none"> • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 13.2 • Develop a home fire response plan. • Guest speakers from local Fire Department to discuss fire prevention and response.
Online Safety	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 16.1 • Personal identifiable information, password safety. • Social media safety.

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Communication Skills	Standard 4	<ul style="list-style-type: none"> • 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts. 	<ul style="list-style-type: none"> • Role Play communication styles. • Identify traits of a good listener.
Healthy Relationships	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 15.2 • Use cooperative games for teams to achieve a goal.
Bullying Prevention and Conflict Resolution	Standard 2, Standard 4	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> • Lesson 15.2 and 16.1 • Analyze what are socially acceptable behaviors in-person and online. • Discuss and role play conflict resolution strategies. • Community guest speakers or counselors discuss the effects of bullying.
Identifying Trusted Adults	Standard 3	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> • Identify scenarios when a trusted adult should be contacted and who those adults would be for each student.

Unit: Physical Activity and Healthy Lifestyles

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Importance, Benefits, and Recommendations of Physical Activity and Fitness	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Lesson 8.1
The FITT Principle	Standard 7	<ul style="list-style-type: none"> • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 8.2
Disease Prevention	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. • 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> • Lessons 12.1 and 12.3 • Research types of communicable diseases and their prevention. • Relate health choices to the effects on the body. • Develop pamphlets or posters on how to prevent disease.
Addictive Substances and Their Effects on the Body	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 9.1 • Describe how alcohol, cannabis, cigarettes, and vaping can become habit forming. • Describe how addictive substances can alter body functions including decision making processes.
The Adolescent Body and Personal Hygiene	Standard 1	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Lesson 3.1 • Anatomy, physiology, and physical changes during puberty. • Develop timely routines for good hygiene practices.

Grade 7

<p>Grade(s): 7 Length: One quarter Prerequisite(s): None</p>	<p>Course Overview: This course provides Health topics for middle schoolers. Units consist of age-appropriate, standards-based topics relevant to seventh graders.</p> <p>Adopted Textbook: <i>Essential Health Skills for Middle School</i>. Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i>, Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Personal Health and Wellness• Addictive Substances• Goal Setting and Decision Making• Mental and Emotional Health• Healthy Relationships and Communication• Safety and First Aid• Sexual Health• Physical Activity and Healthy Lifestyles

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Understanding Health	Standard 1	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 	<ul style="list-style-type: none"> • Lesson 1.2 • Components of health • Understand how health and lifestyle choices affect quality of life.
Influences of Health	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.1 Analyze the interrelationships between various influences on health and well-being 	<ul style="list-style-type: none"> • Lessons 1.2, 14.1, and 14.2 • Identify risk factors and protective factors.

Unit: Addictive Substances

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Basic Human Needs and Choices	Standard 5	<ul style="list-style-type: none"> • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Chapters 9 -11 • Maslow’s Hierarchy of Needs
Types of Addictive Substances	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Chapter 9 -11
Addictive Substances Effects on Individual, Family, and Society	Standard 5, Standard 7	<ul style="list-style-type: none"> • 5.8.6 Evaluate the results of a health-related decision on self and others. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> • Chapter 9 -11
Refusal Skills	Standard 4	<ul style="list-style-type: none"> • 4.8.5 Use refusal skills and strategies in a variety of situations. 	<ul style="list-style-type: none"> • Lesson 9.3 • STOP Refusal Skills Strategy • Role Play

Addictive Substances continued

Topic	Standard	Performance Indicator	Resources & Materials
Alternatives to Substance Use	Standard 3, Standard 7, Standard 8	<ul style="list-style-type: none"> • 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. • 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts. • 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. • 8.8.5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being. 	<ul style="list-style-type: none"> • Chapter 9 -11

Unit: Goal Setting and Decision Making

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Goal Setting Development	Standard 6	<ul style="list-style-type: none"> • 6.8.3 Develop a goal and explain how it supports health and well-being. • 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal. • 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. • 6.8.6 Examine the goal-setting process and outcomes on health and well-being. 	<ul style="list-style-type: none"> • SMART Goals and WOOP Goal Development
Goal Setting Monitoring and Self-Assessment	Standard 6	<ul style="list-style-type: none"> • 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. • 6.8.6 Examine the goal-setting process and outcomes on health and well-being. 	<ul style="list-style-type: none"> • Set short-term goals and analyze results with relevant criteria.
Decision Making Processes and Influences	Standard 5	<ul style="list-style-type: none"> • 5.8.1 Explain how the use of a decision-making process affects health and well-being. • 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. • 5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 5.8.6 Evaluate the results of a health-related decision on self and others. 	<ul style="list-style-type: none"> • Discuss the DECIDE model of decision making. • Identify how decision making can benefit or reduce health. • Identify how decision making may influence the ability to reach a goal.

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Stress Management	Standard 2	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> • Lesson 5.3
Symptoms of Depression	Standard 2	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> • Lesson 6.1
Suicide Warning Signs and Response	Standard 2, Standard 8	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. • 8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being. • 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts. • 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 6.3

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Family Relationships	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.2
Peer Relationships	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.3

Healthy Relationships and Communication continued

Topic	Standard	Performance Indicator	Resources & Materials
Preventing and Responding to Violence	Standard 1, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapter 16
Anger Management	Standard 1, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> • Lesson 5.2

Unit: Safety and First Aid

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Emergency Response	Standard 4	<ul style="list-style-type: none"> • 4.8.3 Use various communication strategies to seek and offer support and assistance. 	<ul style="list-style-type: none"> • Lesson 13.2 • Check, Call, Care emergency responses.
Media/ Online Safety	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 16.1 • Personal identifiable information, password safety. • Social media safety.

Unit: Sexual Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
The Beginning of Life	Standard 7, SH.8.cc.4	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 17.1
Contraceptives	Standard 7, SH.8.cc.3	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Reference textbook lesson – Unit 7, Chapters 17-18
Sexually Transmitted Infections	SH.8.cc.6	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Reference textbook lesson: Unit 7, Chapters 17-18
Communication/ Decisions	SH.8.IC.1	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Most or moment activity – reference book “Still More Activities That Teach”

Unit: Physical Activity and Healthy Lifestyles

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Importance, Benefits, and Recommendations of Physical Activity and Fitness	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Lesson 8.1
Sleep	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. 	<ul style="list-style-type: none"> • Lesson 4.1 • Maintain a sleep journal to analyze average amounts of sleep.

Grade 8

<p>Grade(s): 8 Length: One quarter Prerequisite(s): None</p>	<p>Course Overview: This course develops Health topics for middle schoolers. Units consist of age-appropriate, standards-based topics relevant to eighth graders.</p> <p>Adopted Textbook: <i>Essential Health Skills for Middle School</i>. Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i>, Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Personal Health and Wellness• Addictive Substances• Nutrition• Mental and Emotional Health• Healthy Relationships and Communication• Sexual Health• Safety

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Factors that Affect Health and Wellness	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.8.7 Explain how health care promotes personal health. • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Chapter 1.2 • Identify factors affecting Alaskan communities that may benefit or hinder access to care. • Identify optimal health resources to obtain and maintain health.
Acute and Chronic Diseases and Their Prevention	Standard 2	<ul style="list-style-type: none"> • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Chapter 12
Media Awareness	Standard 3	<ul style="list-style-type: none"> • 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. • 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. • 3.8.5 Use strategies to manage misinformation and disinformation. 	<ul style="list-style-type: none"> • Influences of media on health. • Finding valid and reliable media sources about health related information.

Unit: Addictive Substances

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Effects on Addictive Substances on the Body and Decision Making	Standard 5	<ul style="list-style-type: none"> • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Chapters 9 - 11
Effects of Addictive Substances on Fetal Development	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapters 9 - 11
Over the Counter Versus Illegal Addictive Substances	Standard 5	<ul style="list-style-type: none"> • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Chapters 9 – 11 • Access to Addictive Substances
Stages of Addiction	Standard 7, Standard 8	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> • Chapters 9 – 11 • Develop PSAs to help present addiction.
Preventing and Treating Use and/or Abuse	Standard 3, Standard 6	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. • 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal. • 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> • Chapters 9 – 11 • Drug-free pledge

Unit: Nutrition

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Assess Personal Nutrition and Fitness	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	
Energy Drinks and Caffeine	Standard 5	<ul style="list-style-type: none"> • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Lesson 7.1
Six Basic Nutrients	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Identify nutrients and food sources. • Create a macronutrient superhero.
Food Labels	Standard 7	<ul style="list-style-type: none"> • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Stages of Stress and Effects on the Body	Standard 2	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> • Lesson 5.3
Stress Management	Standard 2	<ul style="list-style-type: none"> • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> • Lesson 5.3
Mental Illnesses	Standard 3	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> • Lesson 6.1 – 6.2 • Identify symptoms and treatments.

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Setting Physical and Emotional Boundaries	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.5 Use refusal skills and strategies in a variety of situations. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.4
Passive, Aggressive, and Assertive Behaviors	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 5.2

Healthy Relationships and Communication continued

Topic	Standard	Performance Indicator	Resources & Materials
Dating Relationships	Standard 1, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.5 Use refusal skills and strategies in a variety of situations. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.4

Unit: Sexual Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Abstinence	SH.8.CC.3	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Chapter 17
State/ Federal Laws	SH.8.CC.10	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Guest presenter: local law enforcement member (if the topic is sex education, the presenter must be listed on the Approved Supplemental List).
Fetal Development	SH.8.CC.4	<ul style="list-style-type: none"> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Chapter 17
Contraceptives	SH.8.CC.3	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Reference textbook lesson – Unit 7, Chapters 17-18
Prenatal Care	SH.8.INF.2	<ul style="list-style-type: none"> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Flour baby

Unit: Safety

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
First Aid and CPR	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapter 13 • Compression-only CPR • Choking responses • Burn treatments
Cold Weather Safety	Standard 1, Standard 5, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Ice safety. • Wind chill • Preparedness and survival skills in Alaskan winters. • Frostbite, frostnip, hypothermia symptoms, and treatments.
Media/ Online Safety	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 13.2 • THINK before you post strategy. • Personal Identifiable Information

High School Courses



Grades 9-12

Graduation Requirements

One half (0.5) credit (one semester) of Health is required for graduation.

All students must complete the following core course to meet the graduation requirement:

- **Health (grades 9-12, one semester, 0.5 credit)**

Health

<p>Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite(s): None</p>	<p>Course Overview: <i>Health</i> focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Decision-making and goal-setting skills are presented at developmentally appropriate levels. Students will learn content and practice skills through the study of the following nine strands, mentioned in the units table below.</p> <p>Adopted Textbook: <i>Essential Health Skills for High School</i>. Goodheart-Willcox, 2023.</p>
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Units (Recommended Order)
<ul style="list-style-type: none">• Fundamentals of Health• Nutritional Health• Healthy Lifestyles• Healthy Relationships• Substance Abuse (Drugs and Alcohol)• Disease and Disorders• Body Systems• Sex and Reproduction• Hygiene

Unit: Fundamentals of Health

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Health and Wellness Introduction	Standard 1, Standard 6	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 	<ul style="list-style-type: none"> • Health Continuum Graph: Reference Textbook, Chapter 1
Dimensions of Health	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 	<ul style="list-style-type: none"> • Wellness Wheel – “The 4 Dimensions of Educator Wellness” (<i>Solution Tree</i>)
Decision Making/ Goal Setting	Standard 1, Standard 5, Standard 6	<ul style="list-style-type: none"> • 1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes. • 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. • 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. • 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 	<ul style="list-style-type: none"> • Decision-Making Worksheet (see appendix) • D.E.C.I.D.E. Reference, Chapter 1 – Practice goal-setting • S.M.A.R.T. Goals: Reference, Chapter 1
Factors Affecting Health and Wellness	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. • 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. • 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. • 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. 	<ul style="list-style-type: none"> • You and the Environment Activity – Reference Textbook, Chapter 1 • Maslow’s Hierarchy of Needs
Mental and Emotional Well-Being	Standard 2	<ul style="list-style-type: none"> • 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. 	<ul style="list-style-type: none"> • Mental Health Case Study • Stress Test from “Activities that Teach”

Unit: Nutritional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Essential Nutrients	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. • 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • MyPlate - “Learn How to Eat Healthy with MyPlate” (<i>USDA MyPlate</i>)
Food and Fitness Choices	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Diet and Exercise Self Assessment
Reading Food Labels	Standard 3	<ul style="list-style-type: none"> • 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Dietary Guidelines (<i>Health.gov</i>)

Unit: Healthy Lifestyles

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Factors Affecting Healthy Body Image	Standard 2	<ul style="list-style-type: none"> • 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • BMI Chart
Engagement of Physical Activities	Standard 1	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	
Sleep	Standard 1	<ul style="list-style-type: none"> • 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Reference Textbook, page 817
Health Management	Standard 7	<ul style="list-style-type: none"> • 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 	<ul style="list-style-type: none"> • School Nurse

Unit: Communication/ Healthy Relationships

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Establishing Healthy Relationships	Standard 4, Standard 7	<ul style="list-style-type: none"> • 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. • 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 	<ul style="list-style-type: none"> • Role Plays
Violence Prevention	Standard 2	<ul style="list-style-type: none"> • 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Fairbanks Police Department – Internet Safety Handout • Guest Speaker – Interior Alaska Center for Non-Violent Living representative or Sexual Assault Response Team (SART) Nurse for presentation on domestic violence (this guest speaker is not on the approved supplemental list, so the topic of sex education must not be covered).
Digital Citizenship	Standard 2, Standard 7	<ul style="list-style-type: none"> • 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. • 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 	<ul style="list-style-type: none"> • CommonSense.org • Interland Online Game
Gender Identity	Standard 5	<ul style="list-style-type: none"> • 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Safe Dating Plan
Prevention/ Intervention			<ul style="list-style-type: none"> • Guest Speaker – FNSBSD Prevention/ Intervention Specialist (Project Success)

Unit: Substance Abuse (Drugs and Alcohol)

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Smoking/ Vaping	Standard 1	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Digital Media Project – Slideshow, Song, etc.
Alcohol	Standard 1, Standard 5	<ul style="list-style-type: none"> • 1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors. • 1.12.9 Analyze the relationship between access to health care and overall health and well-being 	<ul style="list-style-type: none"> • Vision Impaired Googles – <i>Smashed: Toxic Tales of Teens and Alcohol</i> (DVD); teen and parent discussion questions
Medication/ OTC Drugs	Standard 5	<ul style="list-style-type: none"> • 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 	<ul style="list-style-type: none"> • Guest Speaker • Scrabble Pharmacology
Drug Abuse	Standard 2, Standard 7, Standard 8	<ul style="list-style-type: none"> • 2.12.4 Formulate strategies to manage influences that impact health and well-being. • 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	<ul style="list-style-type: none"> • Guest Speaker – Alaska State Trooper, Fairbanks or North pole city police officer, Fairbanks Youth Facility officer to address consequences

Unit: Disease and Disorders

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Communicable Diseases	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	
Non-communicable Diseases	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	
STDs/ STIs	Standard 1	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Public Health Department – “I Wanna Know About Sexual Health” (<i>American Sexual Health Association</i>)
HIV/ AIDS	Standard 7	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Reference Textbook Chapter 19

Unit: Body Systems

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Cardiovascular	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Pedometer Exercise Activity • Map of How the Heart Flows
Skeletal	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • DIY Bone Activity • Skeletal Crossword Puzzle
Muscular	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Muscle Memory Game
Digestive	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Reference Textbook page 810
Integumentary System	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Playdough Layers of Skin • Skin System Bingo
Reproductive System	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	

Unit: Sex and Reproduction

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Abstinence	Standard 5, Standard 8	<ul style="list-style-type: none"> • 5.12.6 Develop a plan of action to implement a health-related decision. • 8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being. 	<ul style="list-style-type: none"> • School District Nurse or Health Professional
Pregnancy/ Birth	Standard 1	<ul style="list-style-type: none"> • SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex. • SH.10.CC.4 List the major milestones of each trimester of fetal development, utilizing medically accurate information.* 	<ul style="list-style-type: none"> • NOVA Video – <i>Life’s Greatest Miracle</i> (from Library Media Services)
Parenthood	Standard 1, Standard 7	<ul style="list-style-type: none"> • SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g. abstinence, condoms, emergency contraception). 	
Puberty	Standard 1, Standard 7	<ul style="list-style-type: none"> • PD.10.CC.1 Describe the cognitive, social, and emotional changes of early adolescents and early adulthood. 	
Sexual Consent/ High Risk Situations	Standard 4	<ul style="list-style-type: none"> • 4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations. 	<ul style="list-style-type: none"> • Role Play, Skit

Unit: Hygiene

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Hand Washing	Standard 1	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Handwashing Demonstration
Soap/ Deodorant	Standard 1	<ul style="list-style-type: none"> • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 	
Shaving/ Hair Management	Standard 1	<ul style="list-style-type: none"> • 1.8.5 Analyze connections between health literacy and health outcomes. • 1.8.7 Explain how health care promotes personal health. 	<ul style="list-style-type: none"> • Shave a Balloon Activity
Oral Hygiene	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Teeth Staining/ Brushing Activity



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
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