

Students should know and be able to:					
<u>Concept Number</u>	<u>Concept</u>	<u>PO No.</u>	<u>Performance Objective</u>	<u>Suggested Activities/Vocabulary/Instruction</u>	<u>Notes/Integration/Resources</u>
3CH-E1:	Explain the importance of assuming responsibility for personal health behaviors	PO 1	1. Illustrate examples of responsible healthy behavior.	Promotes good health and body mechanics and the value of physical exercise	Integration Concepts: Health/Science/Mathematics
3CH-E3:	Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs)	PO 1	1. Identify responsible and risky behaviors.	Student should be able to identify responsible and risky behaviors.	
5CH-E1:	Demonstrate ways to communicate care, consideration and respect of self and others	PO 1	1. Choose five ways you can show respect for self and others.	Student should be able to show, list and/or demonstrate five different ways to show respect for others.	Task analysis Peer tutoring Self evaluation Modeling Skills
5CH-E3:	Demonstrate strategies to manage conflict in healthy ways	PO 1	1. Determine which ways can control conflict.	Student should be able to control conflict with the aid of teacher or peer mediation.	Cooperative Learning
7CH-E4:	Demonstrate the ability to support others in making positive health choices	PO 1	1. Distinguish three positive strategies to support someone making health choices.	Student should be able to identify, list and/or apply three different strategies to support others in making healthy choices	District Health Materials
7CH-E5:	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools	PO 1 PO 2 PO 3	1. Identify the various roles in a cooperative setting. 2. Construct a cooperative group where everyone has a role toward promoting health awareness for a person, family or school. 3. Determine ways to make this cooperative group successful.	Student should show responsible behavior for self and others and work cooperatively in a partner or group activity.	Cooperative Learning Peer Mediation Group Discussion
1PA-E1:	Demonstrate competence in a variety of movement forms	PO 3	3. Perform a variety of rhythmic movements.	Demonstrates growth and development in the ability to understand and differentiate between the components of specific body movements.	Video/Demonstration/Handouts/Diagrams

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1PA-E2:	Apply more advanced movement and game strategies	PO 2	2. Adapt and combine locomotor and nonlocomotor and manipulative skills to meet the demands of increasingly complex movement activities.	Students will examine fundamentals of a variety of dance forms. (analysis and synthesis)	Application of learning movements
1PA-E3:	Identify the critical elements of more advanced movement skills	PO 1	1. Identify the critical elements of a more advanced movement (e.g., golf swing, cartwheel, tennis serve) made by a fellow student and provide feedback to that student.	Student should be able to identify and/or explain elements of advanced movements.	Teacher Prompting/Correction Peer Mediation
2PA-E2:	Apply basic principles of training to improve physical fitness	PO 1	1. Participate in physical activities at home for personal enjoyment and benefit.	Student should be able to incorporate physical activities learned to home lifestyle	Ex: Participating in a dance company and/or private or community ed. program. Teaching family members dances.
2PA-E3:	Describe physiological indicators of exercise during and after physical activity	PO 3	3. Monitor heart rate before, during and after vigorous physical activity.	Teacher Observation/Guidance	Have student find pulse, use the 6 sec count and add zero.
3PA-E1:	Participate regularly in health-enhancing physical activities to accomplish personal health goals	PO 1 PO 2	1. Participate in an individualized physical activity program designed with the help of the teacher. 2. List long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.	Student should be able to participate in various activities as well as list, identify and/or describe benefits from regular participation in physical activity.	Goal Setting (fitness testing), various testing.
3PA-E2:	Participate in a variety of physical activities of personal interest	PO 1	1. Participate in activities both in and out of school based on individual interests and capabilities (e.g., aquatics, self-defense, gymnastics, games, sports, dance and outdoor pursuits).	student should be able to demonstrate interest and participate in activities.	YMCA/NYSP/Parks and Rec

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4PA-E2:	Apply basic principles of training to improve or maintain health-related physical fitness	PO 1 PO 2 PO 5	1. Demonstrate proper warm-up and cool-down techniques and the reasons for using them. 2. Engage in physical activity at the target heart rate for a minimum of 10 minutes. 5. Incorporate the FITT principle into a regular activity program to improve or maintain fitness.	Students will demonstrate muscular strength, flexibility and endurance (application).	Demonstrate application of FITT principle in lesson plans.
5PA-E2:	Identify potential consequences when confronted with a behavior choice	PO 1	1. Remain on task without close teacher monitoring.		Accept responsibility for own behavior
5PA-E3:	Cooperate with a group to achieve group goals in competitive as well as cooperative settings	PO 1 PO 2	1. Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations. 2. Resolve interpersonal conflicts with a sensitivity to rights and feelings of others.	Establish expectations for desired behavior. Reinforcement of positive attributes in class.	In games settings, partner activities
5PA-E4:	Identify the social benefits of participation in physical activity	PO 1	1. Demonstrate appropriate sportsmanship.	Show cooperation to others in dance activities.	Promote skill development and sportsmanship
6PA-E1:	Explain the role of sports, games and dance in modern culture	PO 2	2. Demonstrate an understanding of the ways sport and dance influence American culture.	Identify dance styles, dancers, and choreographers, of different cultures and historical periods.	Handouts, demonstrations, visual aids
6PA-E2:	Identify behaviors that are supportive and inclusive in physical activity settings	PO 1 PO 2	1. Display sensitivity to the feelings of others during interpersonal interaction. 2. Demonstrate cooperation (through verbal and nonverbal behaviors) with peers of different gender, race and ethnicity in a physical activity setting.	Show cooperation to others in dance activities. Show value towards one's opinion and the opinion of others.	To demonstrate positive social skills.
6PA-E3:	Participate in physical activities with others regardless of diversity and ability	PO 1	1. Same as concept.	Instruction: This is a personal growth goal	Have students partner with someone different

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7PA-E1:	Establish personal physical activity goals	PO 2	2. Participate daily in some sort of physical activity.	Prompt: Have student select a goal at the beginning of each class or have student meet one of the three teacher selected goals for that class period.	Various formats of pre/post testing
7PA-E2:	Explore a variety of new physical activities for personal interest	PO 1	1. Identify opportunities for participation in physical activity in the community.		Handouts, Teacher Lecture, Demonstrations
7PA-E3:	Participate in new and challenging activities	PO 1	1. Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.	Students will examine fundamentals of a variety of dance forms including urban culture. Student will demonstrate the ability to move through these various dance activities (application)	Checklist, Peer tutoring, cooperative learning.