

INTERNATIONAL SCHOOL OF DAKAR
Dakar, Senegal

PE & HEALTH CURRICULUM
GRADES K-12
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“Healthy spirit in a healthy body”

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PE & HEALTH CURRICULUM
K-12
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1. PHILOSOPHY

“Healthy spirit in a healthy body”

The Physical Education / Health Program at ISD, is a sequential program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle and to develop lifetime personal goals.

A physically educated person who participates in health-enhancing physical activity:

- Demonstrates competence in selected motor skills
- Assesses, achieves, and maintains physical fitness
- Applies cognitive concepts in making wise health lifestyle choices
- Exhibits appropriate personal and social character traits while participating in physical activity
- Develops health enhancing habits that lead to a healthy lifestyle

2. PROGRAM OVERVIEW

Physical Education

The PE program focuses on the development of motor skills, strength, cardio vascular fitness, flexibility, coordination, sports activities and skills, weight loss and increase of lean body mass. Special emphasis is put on skills-acquisition and on giving to ISD students opportunities to practice those skills and to compete at different levels.

Theoretical knowledge, based on sport history, rules & strategies, physiology, body knowledge and health, completes the students’ instruction.

The assessment of student performance is carried through using multiple assessment measures. Students are assessed on their understanding of skills and how they apply them.

Note: The PE department acknowledges the research citing the positive correlation between physical activity and improved academic performance among students.

Health Education

The health program focuses on developing life-long personal health awareness and health-enhancing behaviors to reduce health risks.

The health program is currently taught through workshops presented by local healthcare representatives under the direction of PE teachers (English speaking doctors and nurses), and within classes (grade 9 life skills class, PE classes, integration into elementary language arts lessons).

Other than the grade 9 Life Skills class which utilizes multiple criteria for assessment, there is currently no adopted assessment policy for health lessons.

The health section of this curriculum is in draft form and will be reviewed and refined in 2006-2007. At the time of review, an assessment component will be added.

3. PROGRAM DESCRIPTION

The program is divided into three divisions:

- **Elementary (early grades K - 2; later grades 3 - 5)**
- **Middle School (grades 6 - 8)**
- **High School (grades 9 - 12)**

ELEMENTARY

Physical education classes are taught by a PE specialist teacher. Classes take place either in the gym, on the field, or in the pool, depending on the units being taught.

Physical education in elementary level focuses on a variety of activities including basic motor skills, fitness activities and cognitive concepts where students demonstrate from appropriate to mature skill acquisition.

Health education is taught by homeroom teachers, primarily through language arts themes. The sensitive areas of the health curriculum are taught by professionals in the field such as the school counselor or doctors and nurses from the US and other embassies represented within ISD. The elementary health program is not yet fully articulated, and will be reviewed and refined during the 2006-2007 school year.

MIDDLE SCHOOL

The middle school physical education program consists of a wide range exercises, games and sports. Classes are aimed to improve students' fitness and coordination, to promote wellness and a healthy wellness lifestyle, and to give students the opportunity to demonstrate competent and proficient performance.

The students are provided with opportunities to recognize proper technique and rules while participating in team sports, individual and dual sports, and individual and team activities.

The health program focuses on developing life-long health awareness and health-enhancing behaviors to reduce health risks. The health program is currently taught through workshops presented by local healthcare representatives under the direction of PE teacher. The middle

school health program is not yet fully articulated, and will be reviewed and refined during the 2006-2007 school year.

HIGH SCHOOL

The courses offered at the high school level require regular participation in a variety of physical activities that promote lifelong, healthy, active living. Students learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention.

The daily practice of PE class constitutes the primary core of the PE program. In addition, students have the option to participate in many after school sport activities and several extra-curricular club trainings.

Theory lessons (as history of sports, strategies and individual techniques) complete the instruction in PE.

Through the PE program, students are expected to:

- Demonstrate personal competence in applying movement skills and principles
- Demonstrate improvement in their skills
- Demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, opposition and individual activities

The health program is integrated into the schedule each year so that students can explore a topic for a period of time between units of physical activity.

The health program focuses on the development of life-long health awareness and health-enhancing behaviors to reduce health risks. The program is currently taught through workshops presented by local healthcare representatives under the direction of the PE teacher and within the ninth grade Life Skills class.

The high school health program will be reviewed and refined during the 2006-2007 school year. Current topics include:

- **Mental health:** Personality and self esteem, stress management, goal setting, problem solving and coping skills (death, dying, divorce, moving); suicide prevention
- **Social health:** Family, health relationships, friendship, responsible decision-making, refusal skills, conflict resolution, harassment, bullying, physical and emotional abuse
- **Nutritional health and hygiene:** Food and nutrition, healthy food choices, digestion and excretion, personal care, eating disorders
- **Physical fitness:** Movement and coordination, cardio vascular and respiratory health, exercise, rest and relaxation
- **Sexuality and sexual health:** Physical, emotional and social issues, dating, date rape, HIV, AIDS and sexually transmitted disease, sexual abuse
- **Health risk behaviors:** Substance abuse, tobacco, alcohol and other drugs, physical inactivity, intentional and unintentional injury (personal safety), poor nutrition and hygiene, sexual behaviors resulting in HIV/AIDS and sexually transmitted diseases, information and skills to prevent them

- **Healthy environment:** What is healthy environment? Choosing health care, public health, sun protection, safety and basic first aid, injury prevention

The school year is planned in two semesters. Each one offers 90 courses of 47 minute. Satisfactory completion of **1.5 credits** (semester = 0.5 credit) is required for graduation.

Students earn physical education credits through sport performance, demonstration of theoretical knowledge, individual participation/involvement and appropriate collective behavior. Student evaluation is based upon multiple assessment measures. Each semester is divided into two quarterly grading periods.

4. STANDARDS & BENCHMARKS

STANDARD 1

Students acquire and demonstrate physical skills/motor skills to maintain an active life

Benchmark : 1.1 Student applies the concepts of body awareness, time, space, direction and force of movement

EARLY ELEMENTARY

- Identify selected body parts and actions.
- Travel in forward, sideways, and backward directions and change quickly and safely.
- Travel while changing speeds and directions in response to a variety of rhythms.
- Demonstrate slow and fast movement speeds, and straight, curved, and zigzag pathways.
- Make both large and small body shapes.
- Demonstrate a variety of relationships with objects (e.g., over, under, behind, alongside, and through).
- Demonstrate high, middle, and low levels.
- Combine shapes, levels, and pathways into simple sequences.

Benchmark : 1.2 Student demonstrates selected fundamental motor skills

EARLY ELEMENTARY

- Demonstrate appropriate form in motor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop, and slide.

LATER ELEMENTARY

- Demonstrate mature form and functional competence in motor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop, and slide.

Benchmark : 1.3 Student demonstrates selected non-motor and body control (movement) skills

EARLY ELEMENTARY

- Demonstrate the ability to perform non-motor skills (e.g., bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing).
- Demonstrate mature form in selected rope jumping skills
- Demonstrate mature form in selected twisting and turning skills

EARLY ELEMENTARY & LATER ELEMENTARY

- Demonstrate good posture while walking/standing
While lifting, carrying, pushing, pulling, and sitting.
- Demonstrate appropriate and mature forms in falling, landing, rolling (e.g., landing, forward shoulder roll, backward shoulder roll).
- Demonstrates appropriate and mature forms in selected balance (eg. dynamic upright, static upright, inverted).

Benchmark : 1.4 Student demonstrates selected fundamental manipulative skills

EARLY ELEMENTARY

- Demonstrate appropriate form in manipulative skills: underhand throw (toss), overhand throw, catch, hand dribble, kick, and strike (batting, forehand).

LATER ELEMENTARY

- Demonstrate mature form and functional competence in manipulative skills: underhand throw (toss), overhand throw, catch, hand dribble, kick, and strike (batting, forehand, overhand, underhand, backhand, punt, chest, and pass).

Benchmark: 1.5 Student demonstrates selected fundamental rhythmical skills

EARLY ELEMENTARY

- Demonstrate motor skills in time to selected rhythmic patterns (e.g., even, uneven, fast and slow).
- Create and/or imitate movements in response to selected rhythms (e.g., animals, machines, and objects).

LATER ELEMENTARY

- Perform aerobic rhythmic activities.
- Perform a simple routine to music in jump rope, dance, or movement.

Benchmark : 1.6 Develop and refine fundamental physical skills and progress to complex movement activities as physically able

LATER ELEMENTARY

- Demonstrate selected sport-specific skills in the following categories: swimming; individual, dual or team sports; dance; recreational games; and outdoor pursuits

MIDDLE SCHOOL

- Demonstrate an exposure level of competence from three of the following categories: swimming; personal conditioning; individual, dual or team sports; dance; recreational games; and outdoor pursuits

HIGH SCHOOL

- Demonstrate competence in the following categories: swimming; individual, dual or team sports; recreational games; and personal conditioning
- Combine component motor skills with safe, purposeful movement concepts to promote an active lifestyle
- Articulate skills and knowledge needed to promote life long health
- Understand why physical activity is good for personal well-being

Benchmark : 1.7 Incorporate rules and safety procedures into physical activities

MIDDLE SCHOOL

- Apply rules and safety procedures
- Practice sportsmanship and teamwork

HIGH SCHOOL

- Articulate and practice injury prevention strategies
- Apply rules and safety procedures
- Practice sportsmanship and teamwork
- Cooperatively participate in a variety of group and individual fitness activities

STANDARD 2

Students acquire the knowledge and develop concepts of physical fitness to maintain an active and healthy life-style

Benchmark 2.1 Students develop and maintain healthy levels of cardio respiratory endurance

EARLY ELEMENTARY

- Sustain moderate to intense levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping)

LATER ELEMENTARY & MIDDLE SCHOOL

- Meet standards on selected fitness activities that develop and maintain cardio respiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).

HIGH SCHOOL

- Assess personal status of cardio respiratory endurance.
- Develop and maintain health-related levels of cardio respiratory endurance.

Benchmark 2.2 Students develop and maintain healthy levels of muscular strength and endurance

EARLY ELEMENTARY

- Control own weight in selected body support activities to develop muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).

LATER ELEMENTARY & MIDDLE SCHOOL

- Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., push-up activities, curl-up activities, isometric strength activities, jump rope activities, bench-stepping activities, callisthenics activities and resistance training).

HIGH SCHOOL

- Develop and maintain health-related levels of muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck.

Benchmark 2.3 Students develop and maintain healthy levels of flexibility and body composition

EARLY ELEMENTARY

- Move the major joints of the arms, legs, and trunk through a full range of motion.
- Recognize similarities and differences in body height, weight and shape.

LATER ELEMENTARY

- Meet standards on selected fitness activities (e.g., sit and reach, trunk twists, and arm-shoulder stretches) that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk.

MIDDLE SCHOOL

- Meet standards on selected fitness activities (e.g., sit and reach, trunk twists, and arm-shoulder stretches) that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk.

HIGH SCHOOL

- Develop and maintain health-related levels of flexibility of the joints of the hip/low back, shoulder, neck, ankle, and trunk.
- Analyze progress on personal fitness goals
- Maintain a personal portfolio documenting overall progress on fitness goals and progress

Benchmark 2.4 Understand nutrition and food nutrients and how they affect physical performance and the body

HIGH SCHOOL

- Understand how food is used as a fuel source for the body (we are what we eat)
- Understand the effects of poor nutrition on physical wellness
- Develop, implement, and assess personal nutrition goals
- Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities
- Compare / contrast food pyramids based on different cultures and link this information to demographics (e.g., birth / death rates, fertility, average life expectancy, etc.) for countries / regions throughout the globe

STANDARD 3

Students will maintain appropriate personal, social, and cognitive behavior related to physical activity.

Benchmark 3.1 Demonstrate appropriate behavior related to selected personal/social character traits in a physical activity context

EARLY ELEMENTARY

- Identify key behaviors which exemplify the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.
- Recognize the benefits of possessing and the costs of not possessing the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.

LATER ELEMENTARY

- Demonstrate appropriate behaviors which exemplify the following personal/social traits at least 75% of the time: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work (, 85% and 95% of the time)
- Analyze the consequences of possessing and not possessing the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.
- Evaluate self on the following personal/social character traits: (compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work) and devise those not mastered yet

MIDDLE SCHOOL

- Demonstrate appropriate behaviors which exemplify the following personal/social traits at least 85% of the time: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work
- Predict in terms of participation in physical education devoted to health-related fitness and sports, the benefits of possessing and the costs of not possessing the following personal/social traits: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.

HIGH SCHOOL

- Posses an awareness and respect for individuals and social differences
- Demonstrate proper social, cooperative and competitive skills
- Anticipate emotional situations and plan how to act in safe, respectful ways

STANDARD 4

Student describes the effects of activity and inactivity, formulate example of lifestyle choices and acquires the knowledge and skills to maintain a healthy life

Benchmark 4.1 Describe the effects of activity and inactivity and formulate example of lifestyle choices that result in the development and maintenance of health related to fitness

EARLY ELEMENTARY

- Describe selected immediate effects of physical activity (e.g., increased heart rate, increased body temperature, muscle tension, and faster breathing rate)

LATER ELEMENTARY

- Describe selected long term benefits of right kinds and amounts of physical activity (e.g., strong heart, flexible joints, strong muscles, correct body weight, good endurance, improved performances, and good health).

- Identify physical activities that can be used to improve each of the following health-related fitness components; cardio-respiratory endurance, body composition, flexibility, posture, muscular strength and endurance and weight control.

MIDDLE SCHOOL

- Describe the effects of inactivity on health-related fitness, growth, and performance
- Analyze physical activities that will improve cardio respiratory endurance of the arms, shoulders and abdominal areas, hip flexibility and will result in an optimal level of body composition
- Recognize the effects of heat, cold, and selected substances (tobacco, alcohol and other drugs) on personal health and performance in physical activities **

**** Review in 2006-2007, health curriculum**

HIGH SCHOOL

- Practice the decision making processes and explore consequences **
- Identify situations that are potentially unsafe
- Practice assertive communication skills and anger management
- Maintain emergency first aid skills to assist self and others when necessary **
- Develop strategies to manage stress and know how to modify the strategies to suit various situations **
- Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs based on laws and the steps leading to dependence or addiction **
- Evaluate the use and misuse of over the counter medications **
- Demonstrate knowledge of basic first aid and safety skills (e.g., CPR, basic water safety, prevention/treatment of physical activity related injuries, home/car/kitchen/bath safety) **
- Plan for coping with physical, social and emotional transitions from adolescence to adulthood as related to reproductive health **
- Analyze diet, compare it to the food pyramid recommendations, and plan for change to meet body needs if needed. **
- Utilize time management, stress management and decision making communication skill to best adapt to greater responsibilities **
- Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases **
- Understand body systems and how they relate to one another **

**** Review in 2006-2007, health curriculum and topics for life skills class**

STANDARD 5

Students will value physical activity and its contribution to lifelong health and well being.

Benchmark 5.1 Value physical activity and its contribution to lifelong health and well being

EARLY ELEMENTARY

- Identify and enjoy feelings that result from participation in physical activities
- Enjoy participation in physical education alone and with others
- Appreciate benefits that accompany compassion, cooperation, honesty and perseverance

LATER ELEMENTARY

- Feel satisfaction on days when engaging in physical activity
- Accept and respect differences and similarities in physical activity-related skills
- Be considerate of others in physical settings (e.g., show compassion, cooperation, fairness, honesty, loyalty, respect, and responsibility)

MIDDLE SCHOOL

- Choose to exercise regularly during non school hours for personal enjoyment and benefit
- Enjoy creative aspects of skilled performance while respecting physical and performance limitations in self and others
- Demonstrate a proper attitude in both winning and losing (e.g., show compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work effort)

HIGH SCHOOL

- Negotiate conflict situations constructively while maintaining safe and respectful relationships, including romantic relationships **
- Use and demonstrate decision making skills **
- Use and demonstrate refusal skills **
- Use and demonstrate assertive communication skills **
- Use and demonstrate anger management skills **
- Identify and practice ways to increase self-esteem **
- Explore attitudes and alternatives toward violence and identify strategies to deal with violence **

**** Review in 2006-2007, health curriculum and topics for life skills class**

Benchmark 5.2 Assess needs and resources

HIGH SCHOOL

- Investigate a health and fitness problem or issue
- Read physical/health related mass media from a variety of sources

Benchmark 5.3 Develop a health and fitness plan and a monitoring system

HIGH SCHOOL

- Identify the components and standards necessary for the development of a healthy lifestyle
- Develop, implement and monitor a personal health and fitness plan based on the life goals for leisure and employment **
- Evaluate short term health behaviors and fitness levels based on progress made toward accomplishment of lifestyle goals **
- Identify a course of action for the continuation of positive lifestyle goals

**** Review in 2006-2007, health curriculum and topics for life skills class**

Benchmark 5.4 Access opportunities to students within community

HIGH SCHOOL

- Prepare and encourage students to become involved in interscholastic athletic programs
- Develop leadership and demonstrate responsibilities with younger groups (school community service)
- Demonstrate abilities in team work with groups and/or individuals from different cultures

Benchmark 5.5 Analyses and evaluates the impact of real life influences on health

HIGH SCHOOL

- Identify causes and risks associated with contraction of communicable diseases (methods of transmission), including general and specific sexually transmitted disease **
- Identify methods of prevention of cancer, heart disease, osteoporosis, diabetes (non-communicable diseases) including fitness, nutrition, and lifestyle practices **
- Analyze personal health practices relating to risk factors and be able to adjust behavior to practice prevention **
- Identify factors leading to eating disorders and treatments **
- Explore mental health issues (e.g., causes, treatments, mental illness vs. general counseling) **
- Use research to identify medical advances in the prevention of disease **
- Describe how nutrition, rest, exercise, disease, and substance abuse influence fetal development **
- Analyze effects of technology, advertising, and media on behaviors and decision making **
- Identify accurate and potentially inaccurate information sources **

**** Review in 2006-2007, health curriculum and topics for life skills class**

5. PHYSICAL EDUCATION ACTIVITIES - SCOPE AND SEQUENCE

KINDERGARTEN – 2 nd GRADE	3 rd GRADE – 5 th GRADE
<p style="text-align: center;"><u>KINDERGARTEN</u></p> <p>Movement awareness Motor & non-motor skills Ball skills Manipulative games skills Special games Rhythm and dance Coordination / soccer-foot Aquatics</p> <p style="text-align: center;"><u>1st GRADE</u></p> <p>Organizational signals & movement awareness Striking with paddles & racquets Introduction to soccer Simple tag games Fitness testing Striking with bats and tees Fitness activities Aquatics</p> <p style="text-align: center;"><u>2nd GRADE</u></p> <p>Jump rope skills Throwing and catching skills Fitness activities & concepts Introduction to floor hockey Rhythm and dance Soccer Fitness testing Striking with bats and tees Jogging Inclusion activities & cooperative games Aquatics</p>	<p style="text-align: center;"><u>3rd GRADE</u></p> <p>Jump rope skills Ball skills Basketball Fitness activities Soccer Floor hockey skills and games Cooperative games Track & field Fitness testing Dance & rhythm Introduction to softball / tee ball Kickball Flag football Jogging Fitness concepts Inclusion activities Aquatics</p> <p style="text-align: center;"><u>4th /5th GRADES</u></p> <p>Basketball Floor hockey Field hockey Gym aerobics Volleyball Kickball Soccer Softball Flag football Lacrosse Track & field Fitness testing Jump rope activities Cooperative games</p>

6th GRADE - 7th GRADE - 8th GRADE

SPORTS & GAMES	FITNESS ACTIVITIES
Basketball	Gym aerobics
Floor hockey	Fitness testing
Field hockey	Jump rope
Volleyball	Endurance
Soccer	Stretching
Softball	Push ups
Flag football	Sit ups
Lacrosse	Sit and reach
Track & field	Fitness pre test
Cooperative games	Suicide drills
Indoor soccer	Aerobic
Swimming	Fitness post test
Badminton	Curl ups

**HIGH SCHOOL
9th – 12th GRADES**

TEAM ACTIVITIES	INDIVIDUAL ACTIVITIES
Basketball Floor hockey Volleyball Soccer Softball Frisbee Creative games	Track & field Aquatics Gymnastics
OPPOSITION ACTIVITIES	VARSITY SPORTS
Tennis Badminton Wrestling	Basketball Volleyball Softball Soccer
INFORMAL ACTIVITIES BETWEEN SEASONS	
Faculty – Students games <ul style="list-style-type: none"> • Soccer • Basketball • Volleyball • Softball 	

6. HEALTH – SCOPE AND SEQUENCE

NOTE: THE HEALTH SCOPE AND SEQUENCE IS A DRAFT. THE SCOPE AND SEQUENCE WILL BE FINALIZED IN 2006-2007, WHEN THE HEALTH CURRICULUM IS REVIEWED AND REVISED.

SCOPE & SEQUENCE / K – 2

DRAFT

INJURY PREVENTION AND PERSONAL SAFETY	NUTRITION	SUBSTANCE ABUSE PREVENTION
<p>KINDERGARTEN Safety rules and helpers Safe and unsafe play Personal safety Fire prevention Refusal skills</p> <p>1st GRADE Keeping your body safe Being responsible Careless & careful behavior Yell and tell Private body parts</p> <p>2nd GRADE Emergency: getting help, acting quickly. Respect for danger Personal safety routines Protecting the brain Water basic safety rules and reaching assists.</p>	<p>KINDERGARTEN Healthful food choices Goals for healthful eating Health vs unhealthy Meal plans Healthful breakfast</p> <p>1st GRADE Role of food Setting goals Path of food through body Food pyramid Influence of culture & family</p> <p>2nd GRADE Role of nutrients Responsible food choices Healthful snacks Nutrition and self worth Classifying and evaluating food</p>	<p>KINDERGARTEN Define drugs and medicines Importance of saying “no” Identifying dangerous substances. Following drug safety rules Where to go for help</p> <p>1st GRADE Identifying drugs (tobacco, alcohol, medicines) Effects of drugs Rules, laws for preventing drug abuse. Routines for healthy living</p> <p>2nd GRADE Identifying drug types: (nicotine, alcohol, street drugs) Effects of drugs on family and community Communicating and sharing</p>

DRAFT

<p>COMMUNITY HEALTH & SAFETY (with violence prevention)</p>	<p>HIV AIDS AND ILLNESS PREVENTION</p>	<p>SELF WORTH, MENTAL AND EMOTIONAL HEALTH</p>
<p>KINDERGARTEN Define community Community helpers How being a responsible citizen helps your community Rules and laws Bullying Unsafe and violent actions</p> <p>1st GRADE Rules to keep you safe in key situations Thanking community helpers Practicing asking for help Read, write and speak names , address, phones Avoiding violence</p> <p>2nd GRADE Community safety & rules Practice habits saving the environment Way you might hurt others & they might hurt you. Classifying violent & non violent TV Define drug-free & good citizen</p>	<p>KINDERGARTEN What doctors, dentists, nurses & others do? Good hygiene Decision making Defining sick Knowing phone #</p> <p>1st GRADE Illness symptoms Self care Consequences of poor care Germs and preventing spreading Fighting germs Community hygiene rules</p> <p>2nd GRADE Defining germs Respecting body signals Do's & Don'ts if sick Antibodies Classifying living & non living things Rules and laws</p>	<p>KINDERGARTEN Seeing unique quality in self and others Respect self and others Practice self care and health habits Identifying feelings and ways to help others Communication skills</p> <p>1st GRADE Identifying personal talents, qualities, feelings Helping others Setting goals Using refusal skills Locating trusted adults Talking about feelings</p> <p>2nd GRADE Identifying special in self and others Respect in self and others Real dangers Coping with fears Avoiding risky situations Recognizing prejudice</p>

SCOPE & SEQUENCE / 3 – 5

DRAFT

<p align="center">INJURY PREVENTION AND PERSONAL SAFETY</p>	<p align="center">NUTRITION</p>	<p align="center">SUBSTANCE ABUSE PREVENTION</p>
<p>3rd GRADE Safety at home and away Safe environment Identifying emergencies Define child abuse and violence Personal safety</p> <p>4th GRADE Taking responsibility Dangerous v/s harmless Types of abuse (include sexual harassment) Right to privacy Good decisions</p> <p>5th GRADE Define First aid Helping others First aid skills Avoiding risk Sexual harassment Assertiveness</p>	<p>3rd GRADE Understanding nutrients The body and food labels Responsible food choices Nutritional guidelines Nutrients and digestion Ranking foods for energy and nutrients</p> <p>4th GRADE Digestive process Calories Responsibility for eating and exercise Meal planning Eating disorders</p> <p>5th GRADE Nutrition in the community Responsible approach to food choices Life cycle and changes in nutritional needs Preventing illness and disease Shopping, health policy</p>	<p>3rd GRADE Define drug-free safe community Personal strategies for drug safety Drug addiction (nicotine, alcohol, street drugs, medicine). Addiction v/s values (honesty, patience, persistence) Consequences of giving in to drugs</p> <p>4th GRADE Effects of smoking Difficulty of changing habits Addictions: physical and psychological effects Drug / HIV link Identify drugs & effects</p> <p>5th GRADE Use, misuse, abuse of drugs Why drugs won't solve problems Practicing positive values (self respect, responsibility, honesty) v/s yielding to drugs Media influences Positive social behaviors</p>

DRAFT

<p>COMMUNITY HEALTH & SAFETY (with violence prevention)</p>	<p>HIV AIDS AND ILLNESS PREVENTION</p>	<p>SELF WORTH, MENTAL AND EMOTIONAL HEALTH</p>
<p>3rd GRADE Effects of positive and negative group attitudes Communication Community health Rules and laws Laws v/s non laws Healthy behaviors v/s drugs Negotiating & conflict resolution Violence & gangs in community Bullying & harassment</p> <p>4th GRADE Community safety laws & regulations Resolving conflicts peacefully Different forms of violence & triggers Decision making steps for group tactics to avoid violence Effort to discourage drugs</p> <p>5th GRADE Public health/safety groups Community safety & illness prevention First Aid in community Demonstrating responsibility to others Conflict resolution</p>	<p>3rd GRADE How germs spread Defining epidemic Fighting disease Defense system Vaccines é medicines Healthy behaviors</p> <p>4th GRADE Identifying virus Bacteria Fungi Hygiene routines Consequences of ignoring germs Immune system and HIV How HIV is transmitted AIDS & the community AIDS& drugs</p> <p>5th GRADE Consequence of smoking Excess fats & salt Drug & alcohol Immunization Effect of HIV on immune system AIDS care Respiratory disease</p>	<p>3rd GRADE Uniqueness of self and others Positive attitudes Values & goals Respect for self Different points of view Friendship goals Discrimination & prejudice</p> <p>4th GRADE Media Peer & behavioral influences Emotions Body image and health habits Relationships Communication skills Goal setting Avoiding negative influence Understanding points of view</p> <p>5th GRADE Human emotions Puberty and self esteem Respect Communication and conflict resolution Health routines</p>

SCOPE & SEQUENCE / 6 – 8

DRAFT

<p align="center">INJURY PREVENTION AND PERSONAL SAFETY</p>	<p align="center">NUTRITION</p>	<p align="center">SUBSTANCE ABUSE PREVENTION</p>
<p>6th GRADE First aids skills Sports injury prevention Gang pressures Self worth Predicting consequences of violence Sexual harassment</p> <p>7th GRADE Dealing with violence Understanding abuse Finding help First aid Injury prevention</p> <p>8th GRADE Water and sun safety First aid Life threatening emergencies Intentional and unintentional injuries</p>	<p>6th GRADE Reading food labels Eating disorders Food handling Healthy & unhealthy reasons for eating Shopping methods</p> <p>7th GRADE Food guide pyramid Nutrition for health & wellness Healthful meal planning Digestive & excretory system</p> <p>8th GRADE Building a nutritious diet Making healthful food choices Managing your weight Eating disorders</p>	<p>6th GRADE Identifying external / internal pressures of adolescence Use strong values to resist Need for help with alcohol & drug addiction Importance of self worth Medical problems add to drug risk</p> <p align="center">ALCOHOL & OTHER DRUGS</p> <p>7th GRADE Use and abuse of alcohol Use and abuse of drugs Nervous system Avoiding substance abuse Addiction & recovery Abstinence & refusal skills</p> <p align="center">DRUGS & YOUR HEALTH</p> <p>8th GRADE Role of medicine Stimulants and depressants Marijuana & other illegal drugs Choosing to be drug free</p>

<p align="center">COMMUNITY HEALTH & SAFETY (with violence prevention)</p>	<p align="center">HIV AIDS AND ILLNESS PREVENTION</p>	<p align="center">SELF WORTH, MENTAL AND EMOTIONAL HEALTH</p>
<p>6th GRADE Environmental pollution and community health Communities in stress Violent reactions to stress and anger Gangs Conflict resolution</p> <p align="center">PERSONAL RESPONSIBILITY AND DECISION MAKING</p> <p>7th GRADE Taking responsibility for your actions Harassment and bullying Health risks and your behavior Making responsible decisions Setting goals and making action plans</p> <p align="center">CONFLICT RESOLUTION & VIOLENCE & ABUSE PREVENTION</p> <p>8th GRADE What is conflict Managing conflict Physical, sexual & emotional abuse Violence prevention for teen How to help a friend</p>	<p>6th GRADE Defining viruses & HIV The immune system Transmission mode Risk-avoiding decision making Respect for body system Responsible behavior Helping the sick Importance of your life</p> <p align="center">COMMUNICABLE DISEASE</p> <p>7th GRADE Behavior that results in communicable disease. Immune system Sexually transmitted disease Avoiding communicable disease HIV / AIDS</p> <p align="center">NON COMMUNICABLE DISEASE</p> <p>8th GRADE Evaluating personal risk Measuring blood pressure Understanding cancer Managing chronic conditions Other non communicable diseases</p>	<p>6th GRADE Healthy & unhealthy self esteem Effect of self esteem on health choices & relationships. Positive & negative ways to cope Positive values Serving others Communication</p> <p>7th GRADE What is mental health? Positive self esteem Managing stress Mental disorders Suicide prevention Sources of help</p> <p>8th GRADE What is emotional health? Handling emotions in healthy ways Stress & your health Stress management Mental health problems Suicide prevention Where to go for help</p>

SCOPE & SEQUENCE / HIGH SCHOOL
9 – 12 GRADES

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FOOD & NUTRITION	PERSONAL CARE	PHYSIOLOGY	STRESS MANAGEMENT	FIRST AID
Food pyramid (ethnic groups) Long/short term effects Metabolism & ideal weight Eating disorders Analyzing your nutritional patterns(intake log) Goal setting	Your skin, hair & nails Your eyes Your ears	Human body Metabolism (Krebs cycle) Carbohydrates Proteins Fats	What causes stress? How stress affects the body Stress & personality Family stress Managing stress	CPR Artificial respiration Heimlich Manouver
TOBACCO	ALCOHOL & OTHER DRUGS	SEXUALLY TRANSMITTED DISEASE/HIV INFECTION & AIDS	ABUSE	MENTAL DISORDERS
Physical effects Risk factors Smoking & Pregnancy Choices Internet research Smoke-out day	Alcohol is a drug Alcohol's effect on the body Alcoholism (disease) Violence Substance abuse Societal implication Legal & illegal drugs Risks factors & drug abuse How to say no How to help a friend Decision making	Nature & kinds of infectious diseases AIDS, the silent epidemic Define sexual contact Contraception, protection & prevention Affection without sex Platonic relationship	Physical Emotional Sexual	What are mental disorders? Kinds of mental disorders Suicide Treating mental disorders

HIGH SCHOOL HEALTH WORKSHOPS 2005/6

1. FOOD & NUTRITION	2. STRESS MANAGEMENT & PERSONAL CARE	3. ALCOHOL, TOBACCO & OTHER DRUGS
<ul style="list-style-type: none"> • Food pyramid (ethnic groups) • Long/short term effects • Metabolism & ideal weight • Eating disorders • Analyzing your nutritional patterns(intake log) • Goal setting 	<ul style="list-style-type: none"> • What causes stress? • How stress affects the body • Stress & personality • Family stress • Managing stress • Your skin, hair & nails • Your eyes • Your ears 	<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <ul style="list-style-type: none"> • Alcohol is a drug • Alcohol's effect on the body • Alcoholism (disease) • Violence • Substance abuse • Societal implication • Legal & illegal drugs • Risks factors & drug abuse • How to say no • How to help a friend • Decision making </div> <div style="width: 30%;"> <p>(tobacco)</p> <ul style="list-style-type: none"> • Physical effects • Risk factors • Smoking & Pregnancy • Choices • Internet research • Smoke-out day </div> </div>
4. FIRST AID	5. PSYCHOLOGICAL ISSUES & ABUSE	6. SEXUALLY TRANSMITTED DISEASE/HIV INFECTION & AIDS
<ul style="list-style-type: none"> • CPR • Artificial respiration • Heimlich Manoeuver 	<ul style="list-style-type: none"> • What are mental disorders? • Kinds of mental disorders • Suicide • Treating mental disorders • Physical abuse • Emotional abuse • Sexual abuse 	<ul style="list-style-type: none"> • Nature & kinds of infectious diseases • AIDS, the silent epidemic • Define sexual contact • Contraception, protection & prevention • Affection without sex • Platonic relationship

7. ASSESSMENT PROCEDURES

7.1 ASSESSMENT PHILOSOPHY

We believe that all students should have equal chances to be assessed with reasonable personal standards they set for themselves in consultation with the teacher.

We also believe that students should not be compared with others to determine who is the best, worst, most capable, or the least athletic.

7.2 ASSESSMENT STRATEGIES K-8th GRADES

Through the use of positive assessment and evaluation measures, teachers will monitor student progress, identify and meet students' individual needs and enhance instruction in the learning environment. Multiple criteria will be applied to assess student progress.

General Assessment Practices, Grades K-8

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HEALTH Assessment Strategies, K-8:

- Select response
- Group projects

Select response:

Students select either the correct or best answer from among the options given. This method assesses mastery of general knowledge, particularly factual knowledge. Examples of selected response include multiple-choice, true-false, and matching questions.

Group projects:

Groups of students engage in building a health related project. Depending on grade levels, students plan and implement their own programs to be presented to the class for knowledge sharing and evaluation.

The objective is to provide opportunities for a student to feel part of the group, and to feel valued for his or her participation as an individual working within the group.

Note: The Health Curriculum is currently under development. Although the majority of the assessment strategies are being implemented, they will be reviewed and revised during the 2006-07 school year.

PHYSICAL EDUCATION Assessment Strategies, K-8:

- Teacher observation
- Peer observation (checklist)
- Group projects
- Fitness test
- Self assessment

Teacher observation:

The teacher observes the student during an activity and uses a behavioral checklist to record levels of individual student performance. Teacher observation most often includes effort, attitude, preparation and skill performance. Teacher observation is the most utilized form of assessment in physical education. Teacher observation provides valuable feedback information to teachers and to students so that adjustments to instruction may be made efficiently.

Peer observation (checklist):

The observation by students of other classmates is used to assess competence in performance of a skill and demonstration of selected critical elements of the skill.

Group projects:

Groups of students engage in building a PE project. It might be related to fitness or to a sports activity (collective, individual or dual). Students will have the option to use multimedia or to conduct research in the library to get information needed to accomplish their goal.

Fitness test:

Students will be tested on fitness activities following pre-established standards, their own set standards, or the school's standards.

Self assessment:

Students assess personal progress as opposed to being assessed by the teacher or other students.

Quarterly grades:

End of quarter grades are determined using the following criteria:

- Motivation / effort
- Sportsmanship / attitude
- Teamwork
- Skills tests
- Group projects

7.3 ASSESSMENT STRATEGIES 9th - 12th GRADES

General Assessment Practices, Grades 9-12

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HEALTH Assessment Strategies, 9-12:

- Select response
- Performance based

Select response

Students select either the correct or best answer from among the options given. This method can assess mastery of content knowledge, particularly factual knowledge. Examples of selected response include multiple-choice, true-false, and matching questions.

Performance-based Assessments

These are assessment activities that require students to construct a response, create a product, or perform a demonstration.

a. Constructed response

Students communicate a brief response, usually written, to questions, problems, or prompts. This response often leads to a correct answer or limited range of responses. This method can assess big concepts, generalizations, and relationships among elements of declarative knowledge. It can provide insight into a student's reasoning ability. A performance checklist or rubric can be used to "score" the response. Examples of constructed response include asking students to "show their thinking" or what they learned using daily journals, posters, pictures, bulletin boards, a labelled diagram, etc.

b. Performance task

Student creates a product or performs a demonstration that illustrates how he or she can apply knowledge and skills. This task is often open-ended and does not lead to one single answer. This method can assess attributes of a product or performance, as well as the process used in carrying out steps in the development of the product or performance. It can assess both declarative and procedural knowledge. Rubrics generally are used as scoring tools. Examples of a performance task include having students write a newspaper editorial defending a position or create a multimedia presentation in response to an "essential question."

c. Information / communication folder

Representative samples of student work are purposefully collected over time. This can be used to show student effort, progress or achievement in a given area.

d. Teacher observations - questioning and conferencing

The teacher observes the student during an activity or asks questions to learn about a student's thinking process. These provide valuable feedback information to teachers and to students so that adjustments to instruction can be made. Examples of teacher observations, questioning and conferencing include observing students in a cooperative learning situation to determine their ability to follow a written procedure or directive, or posing situational questions to assess a student's decision making skills.

e. Student self assessment

The student self-assesses the quality of a performance, product, or process he or she used. This method allows students to keep track of their own progress through criteria established by the student and teacher. This also enables students to be part of the learning experience and take ownership in understanding the goals and criteria for success.

f. Student project

Students engage in building a scenario, determining goals, planning a program of participation to achieve outcomes, and implementing the plan to the completion of the goal.

Note: Although many of the strategies listed are being utilized, the Health Assessment section of this curriculum is in draft form and will be reviewed and revised in 2006 – 2007.

PHYSICAL EDUCATION

Assessment strategies utilized in Physical Education, grades 9-12, include:

- Observations
- Skill testing
- Checklists
- Written test - knowledge
- Research project

Peer observation (checklist)

The observation by students of their classmates during activities is used to assess competence in performance of a skill and demonstration of selected critical elements of the skill.

Teacher observations

The teacher observes the student during an activity and uses a behavior checklist or anecdotal note taking to record the levels of individual student performance. Teacher observation most often includes effort, attitude, preparation and skill performance. Teacher observation is the most utilized form of assessment in physical education classes.

Self Assessment

Students assess personal progress as opposed to being assessed by the teacher or other students.

Written test - knowledge

Written tests utilize multiple choice, true-false, matching, essay, short answer, and fill-in-the-blank test formats to assess knowledge in physical education.

Information / Communication Folder

Folders are used to assess a student's performance and indicators of individual health and wellness over time. The portfolio can include teacher rubrics, student self-assessments, results of health screenings, body mass index, fitness test results, etc.

Research Project

A student may opt to complete a written research project for extra credit, or a group of several students may work cooperatively on a written project.