

Pond Cove School Health and Wellness

I. Status and Purpose of the Health & Wellness Program

The Health & Wellness program is part of a Coordinated School Health Program (CSHP) that encompasses both national and state standards for Health Education. Currently there is no K-2 Health Education program in place at Pond Cove School, therefore Grade 3 & 4 students receive what is considered a foundational series of health lessons with approximately 26 hours (*) of health instruction per year. The framework for the Health Education curriculum is derived from the textbook, "Health & Wellness," by Linda Meeks & Philip Heit. This curriculum was created to reflect both the findings from key research on Health Education and instructional best practices.

Health Education has a very strong behavioral component. With this in mind, the major purpose of the program is to deliver lessons that are intentionally structured to help students bridge the gap between their health knowledge and their behavior. This is accomplished by creating a safe and supportive classroom environment and facilitating a variety of activities that allow students to demonstrate their good decision-making skills, leadership, health advocacy, goal-setting and healthy living in action. While increasing and clarifying health knowledge is valuable, it is in the *active application* of this knowledge that students will experience a more holistic sense of self and embrace healthy habits for life. Simply stated, healthy students are better learners!

II. Strengths of the Health & Wellness Program

- ★ Strong support from the administration, grade level teams, allied arts team, parents & community agencies.
- ★ Partnerships with Let's Go/5-2-1-0, Maine Bicycle Coalition, School Nutrition Director, Maine Harvest Network, Pond Cove Wellness Committee, Cape Elizabeth School Nurses, PCPA, American Association of Health Education.
- ★ Ongoing curriculum restructuring, delivery and evaluation by a Certified Health Education Specialist.

III. Recommendations for the Health & Wellness Program

- ✓ Expand program to meet national and state standards for K-4 Health Education.
- ✓ Increase the amount of Health instruction offered per year to meet Guideline Ten of CSHP: K-8 = 50 hours per grade level (*).
- ✓ Enable full usage of classroom space for the movement portion of health instruction by relocating science boxes to appropriate storage.
- ✓ Continue to support the program financially & otherwise.

**Health and Wellness Curriculum
Grades Three and Four
Pond Cove School**

Content	Number of Classes (45 minutes/class)	Content Specifics	Maine Learning Results
Wellness	Four +varying times every class	Examine healthful/risk behaviors within six areas of Health: Environmental, Emotional, Mental, Family, Social & Physical.	A1, A2*, A6, E1
Healthy Eating/Nutrition	Seven	U.S.D.A. MyPlate, Maine's Harvest Seasons, nutrition labels, distinctions between whole and processed foods.	B1, B2, D2
Goal Setting	15 minutes, 3 times per year	Understand the steps in goal-setting, including measurement. Adopt healthy behaviors that will become healthy habits.	A2*, C1, C3*, F2
Human Body Systems/ Growth & Development	Eight	Includes an expansion of Growth & Development to include two introductory lessons on puberty for Grade 4.	A3, A5, B1, B2
Health Portfolio	A portion of every class	Complete classroom assignments and organize into a Health Portfolio folder representing a student's work for the academic year.	B2
Personality, Self Concept, Character Traits	Five	Understand how personality, self concept and character traits are developed over time and the roles of one's choices & behaviors in this development.	D1, E1
Good Decision-making, Resistance Skills	Four	Examine the steps involved with good decision-making; how to communicate clearly & effectively; how to resist unhealthy choices.	C1, C3*, D1, E1, E2, F1
Bicycle, Pedestrian, Skateboard, Scooter Safety	One	Increase and reinforce good safety practices for traveling to/from school, in neighborhoods and in less familiar settings.	B1, B2, E2
TAOD (Tobacco, Alcohol, Other Drugs)	Four	Share factual information about drugs and drug usage, coupled with the application of good-decision making and refusal skill building.	A6, B1, B2, C2, C3*, E2
Environmental Health & Sun Safety	Two	Expand awareness of outdoor and indoor environments and the impact of both on health; clarify and reinforce safe sun exposure and its link to good health.	A4, B2, E2
Healthy Stress Management	7-10 minutes every class	Practice healthy behaviors that enhance focus, flexibility, strength, balance, transition skills and mindful breathing through movement and song.	C1, C3*, F1

*A2, C3 = Primary Learning Goals, Grade 4. All other Learning Standards = Secondary Learning Goals, Grades 3 & 4.

A2: Students identify examples of physical, emotional, mental, emotional and social health during childhood. A2 Assessment: Wellness Booklet & Health Behavior Contracts.

C3: Students demonstrate strategies that can be used to manage stress, anger and grief. C3 Assessment: Participation in Mind-Body Connector Movements and Self-regulation using yoga mats.

Health & Wellness

Heather Kennedy



Fourth grade students are expanding their practice of our Mind-Body Connector movements at the beginning of each class, while third grade students are learning the basics of performing these same movements that improve their focus, balance, flexibility and transition skills. This series of movements has become a platform from which all students are being encouraged to integrate health knowledge into their daily choices & behaviors.

~ Outline of Fall/Winter areas of study ~

A. Wellness ~ Throughout the year, students will examine health and risk behaviors within the six areas of Health: Environmental, Emotional, Mental, Family, Social and Physical. Students will also gain clearer understanding of how these six areas of their health are inter-related & inseparable.

B. Healthy Eating ~ Because most students eat at least three meals a day plus snacks, there are multiple opportunities for them to increase their awareness and practice of healthy eating choices. This unit includes a combination of introduction and review of Maine's Vegetable & Fruit Harvest Seasons, examination of the U.S.D.A. MyPlate, and reading nutritional labels with increased attention given to ingredients, portion size and the amounts of fat, sugar, sodium and calories. Clear distinctions are made between processed foods & whole foods in their natural state. In addition, 4th graders viewed a documentary film produced by two eleven-year-old girls titled, "What's On Your Plate?"

C. Goal-setting ~ Students are personalizing their Health knowledge by adopting Health goals. They select goals from any category of Health and measure/record their progress (goals are selected and measured in 3 week cycles).

D. Systems of the Body ~ A combination of group & individual work is providing the learning framework for each student to have a clearer understanding & respect for how his/her body functions within each of these systems: Digestive, Circulatory, Respiratory, Skeletal, Nervous.

E. Health Portfolio ~ Students are compiling their work which includes handouts, notes, self-assessment of learning behaviors and reflective writings. Each student is responsible for completing and organizing his/her individual Health & Wellness folder.





Health & Wellness

Heather Kennedy

As we leave our spring season and head into summer, third and fourth grade students have embraced and expanded their roles as Healthy Leaders in so many ways! Our Health & Wellness classes have truly evolved into cooperative communities where each student can become more self-directed in all aspects of his/her learning; it has been a privilege to witness and share in the experience!

~ Outline of Spring Areas of Study ~

A. Personality, Self Concept and Character Traits: Students examined how their self-concepts and personalities are formed and what influences this development. They also had opportunities to determine their strong and weak character traits and trace how character traits are acquired. With the introduction of *The Art of Becoming*, students came to understand that a person's character has a starting point:

It starts with a
Thought ~ Attitude ~ Decision ~ Action ~ Habit ~ Character
and leads to a ~ Destiny ~

B. Steps & Guidelines for Good Decision-making: Each student examined his/her process for making decisions with an emphasis on identifying the mental steps that occur before decisions are made and acted upon. In addition, students were able to practice their healthy refusal skills.

C. Bicycle & Pedestrian Safety: Dr. Jim Tasse, Director of Education with the Bicycle Coalition of Maine and his teammates, Mr. Jeff Scher and Mr. Brian Danz, presented bicycle and pedestrian safety to all third and fourth grade classes during one week in May! The workshops were lively, interactive and fun! Please visit www.bikemaine.org for more information.

D. Tobacco, Alcohol & Other Drugs: Utilizing the most current Science & Health Curriculum from The National Institute on Drug Abuse (NIDA), students learned about the short and long term effects of drugs on the entire nervous system, including addiction, tolerance and withdrawal.

E. Health Goal Contracts/Calendars: Students were able to select and practice a total of three different Health goals throughout this school year. Many students were able to progress from practicing a healthy behavior to adopting it as a healthy habit!

F. Sun Fun & Safety: We will wrap up our Health & Wellness classes with a special learning project that includes students making their own UVA/UVB ray wristbands! The beads change color to alert and remind each student to follow safe sun exposure recommendations.



Cape Elizabeth Middle School Health

The middle school health program is part of a tri-mester allied arts rotation. Students will have three classes per six day rotation for one tri-mester in 5th, 6th, 7th and 8th grade. The program emphasizes personal and social skill development such as communication, decision making, assertiveness, stress management, goal setting, and critical thinking. These are life skills for health. Life skills are learned and practiced for a lifetime. Life skills are actions that promote health literacy, maintain and improve health, prevent disease, and reduce unhealthy behaviors.

The major topics in 5th and 6th grade include mental and emotional health, family living, growth and development, nutrition, personal health, alcohol, tobacco and other drugs, communicable and chronic disease, injury prevention and safety, consumer and community health, and environmental health.

The major topics in 7th grade include self-esteem, tobacco, alcohol and other drugs, fitness and hygiene, injury prevention, communication, goal setting, and puberty and reproduction.

The major topics in 8th grade include peer and family relationships, consumer health, nutrition and body image, communication, anger management, stress management, Human Immuneodeficiency Virus and Sexually Transmitted Infections.

Strengths

1. Life Skills - Units are designed to promote life long health skills.

2. Communication - Units are designed to encourage communication skills.
3. Collaboration - Group projects, presentations, and skits are designed to encourage individuals to work positively together.
4. Decision Making - Units are designed to promote responsible decision making.

Recommendations

1. Increase in class time per year - More time would help students develop more health skills for life.
2. Increase in budget support - More budget support would allow for text books, more hands on supplies and updated curriculum resources.

Staffing

One full time middle school health teacher for 556 students.

Supplies and Equipment 2011-2012

600\$

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 5th Grade

Content Area: Health

Brief Course Description: In this course students learn life skills for health. Life skills are actions that promote health literacy, maintain and improve health, prevent disease, and reduce unhealthy behaviors. Life skills are learned and practiced for a lifetime.

Link to District & School Expectations:

Reading: Handouts, Vocabulary Review

Writing: Definitions, Skits

Research: Room Scavenger Hunt

Presentation: Projects, Group Work, Skits

Organization/Study Skills: Presentations, Skits

Priority / Mastery Knowledge & Skills	Assessment	MLR
Students will know how to acquire valid information about health issues, services and products.	Projects, Presentations, Class Discussions, Skits	B1, B2, D1
Students will understand how to reduce their health risks through practice of healthy behaviors.	Projects, Presentations, Skits, Class Discussions	C1, C2, C3, D2, D3
Students will learn how to make decisions that lead to better health.	Projects, Presentations, Skits, Class Discussions	F1, F2, F3
Students will gain life skills for health.	Projects, Presentations, Skits, Class Discussions	A1, A2, A3, A4, A5, A6, E1

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Disease prevention.	Projects, Presentations, Skits, Class Discussions	C1, C2, C3, D1, D3

Instructional Strategies:

Class Discussions, Vocabulary, Role Playing, Skits, Video/DVD, Group Work, Individual and Group Projects

Resources:

Totally Awesome Health by Meeks Heit, Various Movies and DVDs

Topics or Unit Descriptions and Timeframes:

- Why Exercise – Personal Health – 1 or 2 Class Periods**
- Owner's Manual – Personal Health – 3 Class Periods**
- Noise Pollution – Environmental Health – 1 Class Period**
- Bullying – Mental and Emotional Health – 2 Class Periods**
- Picture Me/ Life Skills – Personal Health – 1 Class Period**
- Water Safety – Injury Prevention and Safety – 2 Class Periods**
- Anger Management – Mental and Emotional Health – 1 Class Period**
- Decision Making/ Resistance Skills – Mental and Emotional Health – 2 Class Periods**
- 3 Aspects of Health – Mental and Emotional Health – 1 Class Period**
- Conflict Resolution – Family Living – 2 Class Periods**
- Body Systems – Growth and Development – 1 Class Period**
- Nervous System – Growth and Development – 1 Class Period**
- Stress – Mental and Emotional Health - 1 Class Period**
- Reading Labels – Consumer and Community Health – 1 Class Period**
- Nutrition – Nutritional Health – 2 Class Periods**
- Puberty and Reproduction – Growth and Development – 3 Classes**

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 6th Grade

Content Area: Health

Brief Course Description: In this course students learn life skills for health. Life skills are actions that promote health literacy, maintain and improve health, prevent disease, and reduce unhealthy behaviors. Life skills are learned and practiced for a lifetime.

Link to District & School Expectations:

Reading: Handouts, Vocabulary Review

Writing: Projects, Definitions, Skits

Research: Room Scavenger Hunt, Body Systems Worksheet

Presentation: Projects, Group Work, Skits

Organization/Study Skills: Presentations, Skits

Priority / Mastery Knowledge & Skills	Assessment	MLR
Students will know how to acquire valid information about health issues, services and products.	Projects, Presentations, Class Discussions	B1, B2, D1
Students will understand how to reduce their health risks through practice of healthy behaviors.	Projects, Presentations, Skits, Class Discussions	C1, C2, C3, D2, D3
Students will learn how to make decisions that lead to better health.	Projects, Presentations, Skits, Class Discussions	F1, F2, F3
Students will gain life skills for health.	Projects, Presentations, Skits, Class Discussion	A1, A2, A3, A4, A5, A6, E1

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Disease Prevention	Projects, Presentations, Skits, Class Discussions	C1, C2, C3, D1, D3

Instructional Strategies:

Class Discussions, Vocabulary Review, Role Playing, Skits, Video/DVD, Group Work, Individual and Group Projects.

Resources:

**Totally Awesome Health by Meeks & Heit
Various Movies & DVDs**

Topics or Unit Descriptions and Timeframes:

- Exercise Safety – Personal Health- 2 Class Periods**
- Advertising Appeals – Consumer and Community Health – 3 Class Periods**
- Stress – Mental and Emotional Health – 1 Class Period**
- Body Systems – Growth and Development – 3 Class Periods**
- Drugs and Alcohol/ Decision Making – Drugs – 2 Class Periods**
- Sleep – Personal Health – 2 Class Periods**
- Decision Making – Mental Health – 2 Class Periods**
- First Aid – Injury Prevention & Safety – 2 Class Periods**
- Cardiovascular Health – Communicable and Chronic Disease – 2 Class Periods**
- Nutrition – Nutritional Health – 2 Class Periods**
- Self Esteem – Mental and Emotional Health – 1 Class Period**
- Friendship/ Relationships – Family Living – 1 Class Period**
- Anger Management – Mental and Emotional Health – 1 Class Period**
- Aging – Growth and Development – 1 Class Period**

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 7th Grade

Content Area: Health

Brief Course Description: In this course students learn life skills for health. Life skills are actions that promote health literacy, maintain and improve health, prevent disease, and reduce unhealthy behaviors. Life skills are learned and practiced for a lifetime.

Link to District & School Expectations:

Reading: Handouts, Vocabulary, Computer Web Sites, Tests

Writing: Vocabulary, Taking Notes, Projects, Presentations, Tests

Research: Computer Web Sites

Presentation: Projects, Group Work

Organization/Study Skills: Presentations, Note Taking, Tests

Priority / Mastery Knowledge & Skills	Assessment	MLR
Students will know how to acquire valid information about health issues, services and products.	Projects, Presentations, Tests	B1, B2, D1
Students will understand how to reduce their health risks through practice of healthy behaviors.	Projects, Presentations, Tests	C1, C3, F1
Students will learn how to make decisions that lead to better health.	Projects, Presentations, Tests	F1, F2
Students will gain life skills for health.	Projects, Presentations, Tests	A1, A2, A3, A6

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Disease prevention.	Projects, Presentations, Tests	C2, E1, F2, A4, A5

Instructional Strategies:

Class Discussions, Vocabulary, Note Taking, Video/DVD, Group Work, Individual and Group Projects, Tests, Computer Research

Resources:

Comprehensive Health for the Middle Grades by ETR Associates

Topics or Unit Descriptions and Timeframes:

What Health Means To Me Project – Personal Health – 2 Class Periods

Self Esteem – Mental and Emotional Health – 5-10 Class Periods

Drugs & Alcohol/ Decision Making – Drugs – 5-10 Class Periods

Values – Mental and Emotional Health – 2 Class Periods

Empathy – Mental and Emotional Health – 2 Class Periods

Puberty and Reproduction – Growth and Development – 5-7 Class Periods

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 8th Grade

Content Area: Health

Brief Course Description: In this course students learn life skills for health. Life skills are actions that promote health literacy, maintain and improve health, prevent disease, and reduce unhealthy behaviors. Life skills are learned and practiced for a lifetime.

Link to District & School Expectations:

Reading: Handouts, Vocabulary, Computer Web Sites, Tests

Writing: Vocabulary, Taking Notes, Projects, Presentations, Tests

Research: Computer Web Sites, CEMS Harassment Policy, Nutrient Handout, STI Handout

Presentation: Projects, Group Work

Organization/Study Skills: Presentations, Note Taking, Tests

Priority / Mastery Knowledge & Skills	Assessment	MLR
Students will know how to acquire valid information about health issues, services, and products.	Projects, Presentations, Tests	B1, B2, D1
Students will understand how to reduce their health risks through practice of healthy behaviors.	Projects, Presentations, Tests	C1, C3, F1
Students will learn how to make decisions that lead to better health.	Projects, Presentations, Tests	F1, F2
Students will gain life skills for health.	Projects, Presentations, Tests	A1, A2, A3, A6

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Disease Prevention.	Projects, Presentations, Tests	C2, E1, F2, A4, A5

Instructional Strategies:

Class Discussions, Vocabulary, Note Taking, Video/DVD, Group Work, Individual and Group Projects, Tests, Computer Research

Resources:

Comprehensive Health for the Middle Grades by ETR Associates

Topics or Unit Descriptions and Timeframes:

Total Health Collage Project – Personal Health – 3 Class Periods

Alcohol/ Drunk Driving – Drugs – 3 Class Periods

Anger Management – Mental and Emotional Health – 3-5 Class Periods

Stress Management – Mental and Emotional Health – 3-5 Class Periods

Harassment – Mental and Emotional Health – 2 Class Periods

Nutrition, Body Image and Eating Disorders – Mental Health and Nutritional Health – 7-10 Class Periods

HIV and STIs – Communicable and Chronic Disease – 5 Class Periods

CAPE ELIZABETH HIGH SCHOOL HEALTH EDUCATION

COURSE DESCRIPTIONS

HEALTH is a required one semester course for all freshmen. The course is designed to address the developmental needs of adolescence and parallels state and national standards when time allows within the limitations of a one semester course. The goal of the course is to give students the knowledge and skills to navigate through the physical, mental, emotional and social challenges of the adolescent years. Topics include healthy living, first aid and safety, nutrition, healthy relationships, suicide prevention, growth and development, substance abuse and stress management. Personal responsibility and decision-making are skills reinforced in every lesson.

HEALTH FORUM is an elective one semester course designed for juniors and seniors. The issue-oriented, discussion based curriculum focuses on the health concerns, needs, risks, and responsibilities of the young adult years. Lessons and activities encourage students to learn and to practice the skills necessary for health and success as they continue to mature as they enter adulthood. Topics include lifestyle choices, sleep, mental health and mental illness, suicide prevention, healthy and unhealthy relationships, sexuality, body image, stress management, substance abuse and addiction. Self-assessment, self-advocacy and accessing helpful resources are skills that are stressed throughout the course.

PSYCHOLOGY OF GROWTH AND DEVELOPMENT is an elective one semester course for juniors and seniors. The goal of the course is for students to learn more about themselves and the people with whom they come in daily contact. The key concepts explored in class is why people behave the way they do and the effects of their behaviors on themselves and others. Topics include an introduction to psychology, a study of the lifespan from infancy to mature age and abnormal psychology. Self-reflection, the development of critical thinking and observational skills and the ability to view issues from different perspectives are skills stressed throughout the course.

STRENGTHS

Educated community supportive of quality health education
Updated curriculum reflective of societal changes and state and national standards
Strong health curriculum valued by students and administrators
Knowledgeable, passionate and experienced health educators

RECOMMENDATIONS

Increase requirement from one semester to two: one semester freshman year; one semester junior year
Continue to support and offer electives for upperclassmen

STAFFING

1.2 health educators for 225 students. Classes meet for 50 minutes approximately 58 times in the semester

SUPPLIES AND EQUIPMENT

Charts, posters, video and DVD library, reproduction charts, newspapers, magazines

MAINE LEARNING RESULTS: PARAMETERS FOR ESSENTIAL INSTRUCTION

HEALTH EDUCATION

The Health Education Standards and performance indicators represent the essential knowledge and skills students need to be healthy individuals. Every day, students make decisions affecting their health and well-being: what foods to eat; what company to keep; what risks to take; and what to do for physical activity. These decisions often lead to habits that stay with them throughout life. The Health Education Standards will guide instruction that will help students make better decisions about their health. Through achievement of the Health Education Standards, students learn that their decisions can affect their health and set a pattern for their lives. Students also learn to protect their health by acquiring good information, by seeking good advice and friendships, by taking responsibility for their own wellness which contributes to a healthy, active, balanced approach to life.

Health education gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. It contributes to students' ability to successfully practice behaviors that can protect and promote health and avoid and reduce health risks. Health education helps students to determine personal values and group norms that support healthy behaviors. Through comprehensive health education, students learn basic health concepts and influences on health. They develop the skills required to adopt, practice, and maintain health-enhancing and safe behaviors. These skills include: analyzing the reliability and validity of media and health resources; communicating effectively using refusal and conflict management skills; setting goals; and making healthy decisions. Health education helps students to be better consumers of information, manage stress, and make healthy decisions in the face of conflicting messages. It assists them in living healthier lives.

Outline of State of Maine Health Education Standards

A. Health Concepts

Healthy Behaviors and Personal Health
Dimensions of Health
Diseases/Other Health Problems
Environment and Personal Health
Growth and Development

B. Health Information, Products and Services

Validity of Resources
Locating Health Resources

C. Health Promotion and Risk Reduction

Healthy Practices and Behaviors
Avoiding/Reducing Health Risks
Self-Management

D. Influences on Health

Influences on Health Practices/Behaviors
Technology and Health
Compound Effect of Risky Behavior

E. Communication and Advocacy Skills

Interpersonal Communication Skills
Advocacy Skills

F. Decision-Making and Goal-Setting Skills

Decision-Making
Goal-Setting
Long-Term Health Plan

Health Curriculum Grade 9 Cape Elizabeth High School

Maine
Learning
Results

Content	# of Classes		
Decision-Making	Eight	Critical Thinking, Problem-Solving and Personal Responsibility	E2, F1
Drugs & Alcohol Use	Ten	Societal & Media Influences, Effects on the Brain & Body, Harm to Self & Others; Helpful Resources	A1*, A6, C2, D3*, E2
First-Aid & Safety	Five	Risk Reduction & Prevention of Injuries & Illnesses; Personal Safety	A1
Healthy Living	Eight	Exploring and defining the components of a healthy lifestyle. Risk-taking and decision-making as it relates to personal safety and choices	A1*, A6, C1*, F3
Healthy Relationships	Four	Communicating Effectively with Family, Peers and Others; Healthy Dating; Identifying Characteristics of Unhealthy Relationships Text	A1*, D3, E1
Human Sexuality	Six	Stages of Growth & Development, Reproduction Anatomy, Media Influence, Risks & Responsibilities, Abstinence & Protection	A1*, A5, D3
Nutrition	Eight	Essential Nutrients & their purposes, Sports Nutrition & Performance, Vegetarians, Diets & Media Influence	A1, A6, B2
Suicide Prevention	Five	Recognizing Warning Signs, Assessment Steps, Getting and Identifying Professional Resources	A1, B2, C2, D3
Stress Management	Five	Understanding the Stress Response, Health Implications, Coping and Relaxation Techniques	A1*, A2, C3, F2

* A1, C1 and D3 are Primary Learning Goals. All other Learning Standards are Secondary Learning Goals.

HEALTH

COURSE DESCRIPTION

Health is a required course for all freshmen. The course is designed to address the developmental needs of adolescence and will parallel the Maine Learning Results and the K-12 curriculum currently being developed. The goal of the course is to give students the knowledge and skills necessary to guide them through the physical, mental, emotional and social challenges of the adolescent years.

MAJOR TOPICS

HEALTHY LIVING

Exploring and defining the components of a healthy lifestyle
Risk-taking and decision-making as it relates to personal safety and choices

FIRST AID AND SAFETY

Identify ways to prevent injury and illness
Recognize when an emergency has occurred
Provide basic care for injury and/or sudden illness until help arrives
Personal safety: seat belts, helmets, sunscreen

NUTRITION

Balance, Moderation, Variety + Exercise as a formula for healthy eating
Identify essential nutrients and their purpose
Nutritional requirements for athletes and vegetarians
Diet traps and the media

HEALTHY RELATIONSHIPS

Characteristics of healthy relationships: family, friends, dating
Guidelines for improving communication
Recognizing unhealthy dating behaviors
Influences of social media

STRESS MANAGEMENT

Identify sources of stress
Recognize the positive aspects of the stress response
Learn and practice relaxation techniques

HUMAN GROWTH AND DEVELOPMENT

Stages of growth and development
Reproductive anatomy
Risks and responsibilities
Abstinence as the healthiest adolescent choice
Birth control

SUBSTANCE USE AND ABUSE

Influence of society, television, and the advertising industry
Tobacco: smoking and chewing
Alcohol's effect on the brain and body
Other drug categories and their effects

SKILLS

Decision-making
Personal responsibility

EVALUATION

Homework
Quizzes
Essays on selected topics
Presentations
Participation and effort
Final exam

HEALTH FORUM

COURSE DESCRIPTION

Health Forum is a one semester course designed for juniors and seniors. The issue-oriented, discussion-based curriculum focuses on the health concerns, needs, risks, and responsibilities of the young adult years. Lessons and activities encourage students to learn and to practice the skills necessary for health and success as they continue to mature and enter adulthood.

MAJOR TOPICS

Healthy Lifestyle Choices
Sleep
Mental Health
Suicide Prevention
Healthy Relationships
Sexuality

Body Image
Nutrition
Eating Disorders
Stress Management
Alcohol and Drugs
Addiction

SKILLS

Self-Assessment
Self-Advocacy
Accessing helpful resources
Analyzing health information

Communication
Decision-Making
Goal Setting
Managing Stress

EVALUATION

Participation and effort
In-class writings
Assessment of individual and group work
Record keeping and analysis of health-related behaviors
Tests
Final Exam

RESOURCES AND MATERIALS

Addiction: An HBO Special Presentation

Best Practices, State of Maine, Department of Education

Contemporary Health Series, ETR Associates

Suicide Prevention, State of Maine, Department of Education

Teacher's Manual for the Prevention of Suicide Among Adolescents, The Samaritans

Numerous websites, hand-outs and audio-visual materials

PSYCHOLOGY OF GROWTH AND DEVELOPMENT

COURSE DESCRIPTION

Psychology of Growth and Development is an elective one-semester course for juniors and seniors. The goal of the course is for students to learn more about themselves and the people with whom they come in daily contact. The key concept explored in class is why people behave the way they do and the effects their behaviors have on themselves and others.

MAJOR TOPICS

Introduction to Psychology
Lifespan Developmental Psychology
Abnormal Psychology

SKILLS

Develop critical thinking and observational skills
Understand the similarities and differences in at least two theories
View issues from more than one perspective
Conduct and present an interview

EVALUATION

Participation and effort
Oral presentations
Interview
Papers on topics: role models, defense mechanisms
Documentary and movie critiques
Tests: one or two each quarter
Final Exam

RESOURCES AND MATERIALS

A Piaget Primer: How A Child Thinks, Dorothy Singer and Tracy Revenson
Adolescence, John Santrock
Human Psychology Experiments in Awareness, Robert Howard
I Am A Promise, an HBO special presentation
Mind Games – A Box of Psychological Play
One Flew Over the Cuckoo's Nest, the movie

Psychology, The Center for Learning

Psychology: An Introduction, Charles Morris

Psychology, Diane Papalia and Sally Wendkos Olds

Psychology, Zimbardo, Johnson, Gruber

Psychology Today, the magazine

The Developing Person Through the Lifespan, Kathleen Stassen Berger

The Mind Test, Rita Aero and Elliot Werner

Understanding Psychology, Robert Feldman

Worksheets, newspaper and magazine articles, audio-visual materials

Pond Cove Elementary School

Physical Education

Staffing:

One full-time position. Classes meet once per week for 45 minutes.

Students:

Serve grades 1-4, approximately 479 students as of 3/22/12, 19 – 22 students per class.

Facilities:

70' x 50' gymnasium. Office and storage areas adjacent to the gym. Middle School lacrosse field in the spring. CEHS track in the fall and spring - weather pending. Hannaford Field for special events.

Equipment:

\$1,400 budget. For new equipment, equipment repairs, awards and office supplies. We are spending just under \$3 per student.

Strengths:

Fun, balanced, safe exercise that includes individual skills and team sports.

Cooperative, lifelong activities and games.

Diverse student populations, ALL strengths are celebrated!

ME!! I will do everything in my power to ensure the younger PE student in Cape Elizabeth has a positive experience in gym class.

Needs / Recommendations:

1. Recommendation: Better support in upkeep of equipment and supplies. We are spending under \$3 per student.

Action: Need to moderately increase budget so we can consistently replace old equipment and add newer items as they become available.

2. Recommendation: Enhance to an already supportive school-wide professional development plan in the Elementary PE field.

Action: Add an additional professional day to shadow colleagues from area schools.

Cape Elizabeth Schools Physical Education/Health K-12 Curriculum Template

Date: 4/20/12

Grade Level / Course: Grades 1 - 4

Content Area: Physical Education

Brief Course Description:

Safety, sportsmanship, and participation are the three overlapping themes that are continuously reinforced in each activity offered in the Pond Cove Elementary School Physical Education program. ‘GYM’ classes are geared toward cooperative, fun activities in a non – competitive, safe environment. All activities are aligned through the *Maine State Learning Results* performance indicators, revised winter 2011.

Priority / Mastery Knowledge & Skills	MLR Standard	Assessment
<i>* Students demonstrate safe behaviors and appropriate equipment use while participating in physical activities. Grades 1-4.</i>	I2	Observational checklist
<i>* Students participate in physical activities to introduce the health-related fitness components of flexibility, cardiovascular endurance, muscular endurance, and muscular strength. Grades 1-4.</i>	H3	Observational checklist

*** These PI's are evaluated in the Pond Cove School Report Card.**

Second Tier Priority / Exposure Knowledge & Skills	MLR Standard	Assessment
Students demonstrate positions that create stability and force. Grades 1-2.	G1	Observational checklist
Students demonstrate a variety of movements that apply stability and force. Grade 3-4.	G1	Observational checklist
Students demonstrate a variety of locomotor skills. Grades 1-4.	G2	Observational checklist
Students demonstrate cooperative skills while participating in physical activities. Grades 3-4.	I1	Observational checklist
Students demonstrate taking turns and sharing while participating in physical activities. Grades 1-2.	I1	Observational checklist

Activities Schedule 2011 – 2012

FALL

- Welcome; Rules, EMS, Sub Activity practice.....1R
- 4 – Square / Playground rules.....2R
- Wall Climbing / Core Activities: PC Wall / core activities.....3R
- Fire Prevention Week: October 11 - 17.....1R
- Track and Field, *weather permitting.....1R
- Kickball; PC and Scatter kickball.....1R
- COOP: 4-corner Tag.....1R
- Parachute Activities.....1R
- Indoor Soccer.....2R

WINTER

- Dodge Ball.....2R
- Basketball.....2R
- Coop games: Line Tag.....1R
- Floor Hockey.....2R
- Combo: Basketball / Floor Hockey.....1R
- Make up Rotation; Students make up any activity missed in the Fall.....1R
- Volleyball.....2R
- New Games: Capture the Monkey.....1R

SPRING

- Recreation/Fitness Stations.....3R
- Jump Rope For Heart Activity.....1R
- Coop Games: Freeze Tag.....1R
- Track and Field @ CEHS.....1R
- Lacrosse.....2R
- Relay Games / Field Day Practice.....1R
- Make-up Rotation / Pond Cove Kickball.....1R

Total Rotations (weeks).....35

Revised Spring 2012

Pond Cove Physical Education

Mission Statement

Safety, Sportsmanship and participation are the three main overlapping themes that are continuously reinforced in each activity offered in the Pond Cove Elementary School Physical Education program.

'GYM' CLASSES at Pond Cove are geared toward cooperative, fun activities in a non-competitive, safe environment. The curriculum is aligned with the Maine State Learning Results Performance Indicators.

Fall Activities:

- **'Welcome Back':** We review attendance, playground rules, cooperative games, emergency systems discussion (fire drill, etc...), and rules of gym class.
- **4 – Square:** This is a very popular 'court' game at the elementary level that utilizes ball handling strikes or hits. Similar to tennis, it is played in a roughly 20' x 20' square. The students use their hands to strike the ball back and forth into the others square. They try to eliminate each other in reaching the 4th square. This unit is played at the beginning of the year because it is a very popular activity on our playground. The hope is that the students will learn the game early thus translating into a positive event in and outside of gym class. Concepts being experienced are: striking an object, spatial/boundary awareness, ball-handling exercise.
- **Pond Cove Kickball:** We play two versions of this well-liked base-running activity; one game is fast and the other a little slower. This activity is also a favorite out on our playground; again we play it earlier so the students will understand the rules earlier in the school year. Concepts being experienced are: striking an object, catching, throwing, base running.
- **Wall Climbing & Balance:** This is a lifelong activity that is paired up with other balancing movements. We use many pieces of specifically designed equipment for exercising the core of their bodies. Concepts being experienced are: supporting their bodies and equipment through space, balancing, utilizing different pieces of equipment in a safe manner.
- **Fire Prevention Week:** The most important unit of gym class. The Cape Elizabeth Fire Department will lead the students in practicing safe behaviors in and around the home. This is a very important nation-wide community service that every student will experience. The topics range from basic fire safety to securing a safe and sound home.
- **Track and Field:** The students will trek down to the CEHS track and utilize this facility that is only a quarter mile away from our school. The students will participate in the long jump, medium distance running, sprinting and a modified version of hurdling. Concepts being experienced are: slow and fast paces of speed, takeoff and landing of jumps.
- **Cooperative games:** This unit will utilize the students large muscle groups, specifically the legs. Various 'tag', or chase and flee, games are played throughout the year. A few of the favorites are *4-Corner* and *Road Block tag* to name a few. Concepts being experienced: leadership and support roles, fair play, moving through space in a safe manner.
- **Parachute:** This activities' origin comes from the New Games Book first used back the 1970's. It's a fun, upper body activity utilizing a 24-foot *activities* parachute and a few implements to toss up into the sky. The games we play enable the students to climb on and under the parachute using many different body levels. Concepts being experienced: upper body strength practice, cooperating as a team.
- **Indoor Soccer:** This student and community favorite is considered a lifelong sport enjoyed by all ages. We modify the activity in our nice gymnasium for safe and optimal participation. For example, we play with more than one goalie and use two soccer balls during the game. Concepts being experienced: trapping, kicking, catching, basic positioning, and team play.

Winter Activities:

- **Dodge Ball:** Hands down the favorite activity we do in gym class! We practice throwing and catching in this very fast, creatively organized activity. Concepts being experienced: throwing with mature form (step with left throw with right), clutch and reach catches, spatial awareness.
- **Basketball:** This is the first highly organized 'team' activity we do in gym class. The students will first practice a few basic basketball skills then participate in a scrimmage game afterwards. Concepts being experienced are: dribbling, passing, lay-ups, jump-stop (before they shoot), traveling and double dribble rules, basic offensive and defensive formations, playing as a TEAM.
- **Floor Hockey:** This is another team activity we purposely play right after the basketball unit. We employ the same management style for both activities. We emphasize very strict 'stick-handling' rules and eye protection wear (students wear goggles) for a safe participation. Concepts being experienced: mature stick grip, trap and passing of the ball, basic defensive and offensive formations, and basic goalie movements.
- **Make-up Unit:** I found out early in my career that it's very important to do any activity that the students missed for a variety of reasons; my absence, field trips, special school functions, etc... We schedule two sessions; one in the late Fall and one at the end of the school year.
- **Volleyball:** One of our favorite life long 'net' activities that we do in gym class. It's a somewhat novel activity because most of the students have only played it in gym class. We use a variety of balls and games to practice most of the basic strikes used in a real game. Concepts being experienced: basic ball strikes – bump, set, spike (in our case just hitting the ball over with the third strike!). Basic serving strikes: underhand, overhand, jump serve.
- **New Games Unit:** This year we are going to play a great game called 'Battleship' that I picked-up at the P.E. Conference in last November. The game is a bowling type of activity where the students are split up into four groups and must cooperate in order to sink the other student's 'Battleship'.

Spring Activities:

- **Jump Rope For Heart Activity:** This is a community project that the students of Pond Cove Elementary School have been performing since 2001. The students raise money for the *American Heart Association* by jumping rope in their respective gym classes. All of the proceeds go toward fighting heart disease.
- **Recreation Stations:** This unit involves using over 80 pieces of equipment during a 3-week period. This lower impact unit involves a lot of hand-eye coordination and the manipulation of equipment. Concepts being experienced: putting in golf, shuffleboard, Frisbee throw, horse shoe throw, cooperative game – 'buddy walkers', cooperative game – 'Kurling', jump rope, assorted target throws, rope pull (upper body activity).
- **Lacrosse:** This historically favorite sport in Cape Elizabeth is done on the Middle School lacrosse field. We utilize age-appropriate equipment in a number of different games to practice the skills involved in this activity. [We do not play an actual game because of safety/equipment constraints, we do wear eye protection.] Concepts being experienced are: basic shooting, passing and scooping skills, proper handling of equipment.
- **Relay Activities:** Locomotor fun while practicing for the Pond Cove Field Day Extravaganza! Concepts being experienced are: large muscle activity, combining many different movements – skipping/galloping/hopping, using equipment safely, teamwork and cooperation.

NOTE: All activities are modified appropriately toward the age and skill level of the students. For example, when we hurdle we use a specially designed plastic pole that is placed into a cone. It sits approximately 18-20 inches off the ground. Another example would be the stilts we use in the balancing unit are no more than 18 inches off the floor and are adjustable for all learners.

Cape Elizabeth Middle School Physical Education

WELCOME TO MIDDLE SCHOOL PHYSICAL EDUCATION-

The middle school physical education program is designed to address four major areas. Firstly, we strive to encourage our student's interest in **lifetime physical activities** which promote healthy choices. We also introduce and practice a variety of **skilled sports** as a gateway to their preferred extra curricular activities. **Personal fitness** is the third area that we focus on in our program. Students are given opportunities to track their own progress, as well as learn how their activities effect their long term health. Lastly, **cooperative activities** make our curriculum complete. We use numerous games to support team work and decision making, while creating a fun and active atmosphere.

The program is designed with individual skill levels in mind. Our units are created and organized to include all students, despite their background knowledge or skill ability. We work to make units exciting and fun, yet challenging for those who are more advanced. Each student will progress at their own pace and with respect to their comfort level, while still be asked to put forth a reasonable effort.

Throughout the four years of middle school, our progressive teaching style increases the expectations each year to build upon previous knowledge and ability. As students enter 7th and 8th grade we add in a specifically designed online fitness program. The goal is to aid in the promotion of healthy habits as they move forward to high school and beyond.

Activities for the Fall

Flag Football -

During this unit, both male and female students are placed on one of two teams, and given the opportunity to strategize and execute their own plays. Both offensive and defensive approaches are discussed, and it is expected that the roles and responsibilities involved are shared by all students throughout the duration of class.

Frisbee -

In this unit the students will be introduced to the two basic frisbee throws, forehand and backhand. They will be given opportunities to practice these throws in organized challenges and games. 5th and 6th graders will be taught the rules to "Frisbee Golf" and "Guts", which allow for them to practice their accuracy and distance. The 7th and 8th graders will also play "Ultimate Frisbee", which combines the skills of accuracy and distance with a strategic and team centered focus.

McWhippet -

This unit concentrates on the fundamentals of lacrosse. The students will learn about the different parts of the sticks, as well as the safety rules while using them. The activities involved will introduce and review the proper techniques when throwing, catching, and picking up ground balls. They will be given challenges that focus on the hand/eye coordination involved, as well as the basic rules of the game. Select classes will play games that incorporate both the skills and the field sense of the game of lacrosse.

Tennis -

Tennis is a life time activity so our introduction is very basic to assure success. We cover rules, court layout, and scoring. Short court, full court and group games are emphasized to allow skill practice and enjoyment.

Activities for the Winter:

Basketball -

In this unit 5th and 6th grade students are introduced to the fundamentals of basketball, such as dribbling, passing, lay-ups and foul shots. As they progress into the 7th and 8th grade, they are given the opportunity to choose between competitive half court games and non-competitive activities, such as Knock-out, 21, Around the World, and Horse.

Circuit Training -

This unit allows students to explore and utilize various pieces of fitness equipment. There will be an introduction and demonstration with each piece of equipment. Students will be given an opportunity to challenge themselves and expand their physical limits through a positive and safe environment.

Floor Hockey -

This unit focuses on basic stick control, safety rules, and offensive and defensive movement. Students are split into small teams, and given the opportunity to apply these skills within small-sided games.

Online Fitness -

Designed specifically for 7th and 8th graders. This unit spans across an entire second trimester. Students are asked to track their physical fitness activities in regards to the 5 areas of the president's physical fitness program. They held responsible for their participation each week.

Presidents Challenge -

Students are assessed on the 5 areas of physical fitness. They include upper body strength, leg strength, core strength, flexibility and cardiovascular endurance. This is a national program which allows students to compare their results with others in their age group across the country.

Volleyball -

Fundamental skills such as the serve, set and bump will be taught in a progressive style in this unit. Proper offensive and defensive positioning, as well as rotation, scoring are all introduced and reviewed each year.

Activities for the Spring:

Archery -

Archery is a lifetime activity for students. Safety is a large part of this unit. The basic skills of knocking, draw, aiming, and release are emphasized along with the parts of the bow and arrow. Small competitions are presented at the end of this unit.

Mushball -

Basic rules and skills of baseball/softball will be presented in this unit. These include defensive positioning, base running, and proper batting stance. Played indoor or outdoor depending on the spring weather.

Soccer -

The soccer unit involves the basic skills and knowledge of the rules in the game. These include; corner kicks, goal kicks, proper throw-in technique, and different ways to kick the ball. They will be introduced to simple field strategies, such as give and goes, and defensively containing the ball. Students will be given the opportunity to practice these skills while they play in organized small-sided games.

Activities shared among all seasons:

Cooperative Activities -

This unit introduces old favorites w/ new group initiatives to accommodate many different student interests. The focus is on team building, cooperation and acceptance of each others exceptionalities. These activities include capture the flag, star wars, mat challenge/ultimate mat challenge, trash ball, and a variety of tag games.

Strengths

1) Exercise & Health

Units are created to promote and encourage life long healthy activities and choices.

2) Life time activities

Units that expose students to activities which are life long healthy choices.

3) Cooperative & Problem solving activities

Students are asked to accomplish tasks throughout the year that require cooperation with peers and strategic thinking.

4) Skilled sports

Exposure, demonstrations, and practice with specific skills that are involved in various sports.

5) Fitness programs

Units specifically designed to create interest and build knowledge around personal fitness goals.

6) Something for everyone

Our units are designed to address individual need within each activity. They can be easily modified and are open to all levels of ability and interest.

7) Fun & relaxed atmosphere

Classes that are designed with fun in mind, and avoiding pressure situations. Expectation that fit the needs of adolescents both physically and socially.

8) Social interactions

All of our units allow for social practice. Our casual atmosphere allows for students to have fun with peers, be themselves, and enjoy time together as they play games and learn age appropriate skills involving social etiquette.

Recommendations/Rationale/Action

1) Increase in minutes per week/year.

Rationale: More minutes allows time to help develop better healthy life styles.

Action: Always making sure we have a voice in the whole picture of the schedule.

2) Continued support in upkeep of equipment and supplies.

Rationale: Allows us to build on program to offer a variety of activities that everyone would find something they enjoy when being active.

Action: Keeping our voice active

3) Be involved in the schedule that allows some continuity throughout the year.

Rationale: The beginning of the year is so fragmented by various pullout such as NWEA, picture day etc

Action: Always being involved in the decision process has at least given us a voice in the schedule.

4) Be involved in the decision process that directly effects the PE program.

Rationale: We are the professionals! We have not been involved in some decisions that have been detrimental to the program.

Action: Keep voice active

Staffing

Number of Physical Education Teachers 2 FTE
Student Contact 556 (2012)
Grade 5 145 students 23/25
Grade 6 119 students 18/20
Grade 7 142 students 22/24
Grade 8 150 students 23/26

Non-Staffing Resources (Supplies and equipment) 2011-2012

Supplies (office supplies, activity supplies)	\$600
Testing awards	\$200
Equipment (Fitness, Activity)	\$400

Facility Usage

- 6) Tennis Courts
- 1) Utility Field
- 1) Soccer/Lacrosse Field
- 1) Full Size gymnasium
- 1) Fitness Room
- 2) Locker Rooms
- 2) Office spaces

**Cape Elizabeth Schools
Physical Education
K-12 Curriculum Template**

Grade Level / Course: 5 through 8

Content Area: Physical Education

Brief Course Description:

Middle School Physical Education will focus on a variety of lifetime skills and activities designed to encourage a healthy lifestyle. Using a variety of cooperative games, personal fitness assessments, and traditional sports, students will be exposed to positive and healthy lifetime activities.

Link to District:

Technology/Website

http://www.cape.k12.me.us/teach_tech/fitnesssite/index.htm

Priority / Mastery Knowledge & Skills	Assessment	PEI
Students demonstrate a variety of movements that apply stability and force. (5th grade)	* Observation and Checklist	G1
Students change their motion and the motion of objects by applying the principles of stability and force during skill practice (6th grade)	* Observation and Checklist	G1
Students identify the skill-related fitness components of balance, coordination, agility, and speed (5th grade)	* Observation and Checklist	G3
Students describe the following skill-related fitness components: balance, coordination, agility, speed, and power. (6th grade)	* Observation and Checklist	G3
Students describe why practice is important to skill improvement. (5th grade)	* Observation and Checklist	G4
Students explain how specific, positive, and correct feedback affect skill improvement. (6th grade)	* Observation and Checklist	G4
Students participate in a <i>health related fitness assessment</i> that addresses a variety of health related fitness components to establish personal fitness goals. (7-8 grade)	* Observation and Checklist	H1
Students design a fitness program from established goals which addresses the five <i>health-related fitness components</i> and applies the frequency, intensity, time, and type (<i>FITT</i>) guidelines. (7-8th grade)	* Observation and Checklist	H2
Students participate in physical activities that address each of the five <i>health-related fitness components</i> including flexibility, cardio-vascular endurance, muscular endurance, muscular strength, and body composition.	* Observation and Checklist	H3

(5th grade)		
<i>Students participate in physical activities that address personal fitness goals for the health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. (6-8th grade)</i>	* Observation and Checklist	H3
Students demonstrate cooperative skills while participating in physical activities (5th grade)	* Observation and Checklist	I1
Students demonstrate cooperative and inclusive skills while participating in physical activities (6-8th grade)	* Observation and Checklist	I1
Students demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (5th grade)	* Observation and Checklist	I2
Students demonstrate responsible personal behaviors while participating in physical activities (6-8th grade)	* Observation and Checklist	I2
Students describe safety rules and rules of play for games/physical activities (5th grade)	* Observation and Checklist	I3
Students describe game/physical activity rules and safety rules and their purposes (6-8th grade)	* Observation and Checklist	I3

Second Tier Priority / Exposure Knowledge & Skills	Assessment	PEI
Students demonstrate a variety of <i>locomotor skills</i> and <i>manipulative skills</i>. (5th grade)	* Observation and Checklist	G2
Students demonstrate <i>motor skills</i> and <i>manipulative skills</i> during drills or modified games/physical activities. (6-8th grade)	* Observation and Checklist	G2
Students explain how specific, positive, and correct feedback affect skill improvement. (7-8th grade)	* Observation and Checklist	G4
Students participate in multiple <i>health-related fitness assessments</i> (including a cardiovascular assessment) and reassess to observe changes over time.(5th grade)	* Observation and Checklist	H1
Students participate in a <i>health related fitness assessment</i> that addresses a variety of health related fitness components to establish personal fitness goals. (6th grade)	* Observation and Checklist	H1
Students identify physical and mental benefits and bodily responses related to regular participation in physical activity (grade 5)	* Observation and Checklist	H4
Students describe physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity. (6th grade)	* Observation and Checklist	H4

* Attached is the assessment/checklist tool w/ rubric
Instructional Strategies:

Resources:

Balls (ie. tennis, Football, mcwhippet, playground, softiballs , basketballs, floor hockey, training volleyball , mushball, soccer)

Equipment (ie. pinnies, cones, frisbees, tennis rackets, bats, flag football belts, frisbee targets, mcwhippet sticks, floor hockey sticks/goggles, volleyball nets, bases, arrows, archery bows/targets/stands, portable goals for mcwhippet, soccer, floor hockey)

Fitness (ie fitness room equipment, gym fitness structures, jump ropes, safety mats)

Winter Fitness Challenge Website

(http://www.cape.k12.me.us/teach_tech/fitnesssite/index.htm)

Topics or Unit Descriptions and Timeframes:

Fall

Tennis, Frisbee, Flag Football, McWhippet (Lacrosse) Cooperative games

Winter

Basketball, Floor hockey, Volleyball, Personal Fitness Circuit, Winter Fitness Challenge Cooperative games, Presidents Challenge Fitness Assessments

Spring

Mushball, Soccer, Archery, Cooperative games, Presidents Challenge Fitness Program Assessment

Class Schedule

5th through 8th grade

PE classe 2X in 6 day rotation for 45 min year long

2 classes come at a time, each class consisits of 20 to 25 students

Classes are selected by band instuments

5th and 6th and sixth graders come as grades 7th and 8th are combined

4 Classes each of core subject

Abbreviation	Title	Grade	Description
G8SFM	Stability and Force:Movement	8	Students demonstrate a variety of movements that apply stability.
G8SFS	Stability and Force:Striking	8	Students demonstrate and apply the use of force during drills or modified games/physical activity.
G8SRF	Skills Related Fitness	8	Students describe the following skill-related fitness components:balance, coordination, agility, speed, and power.
G8SI	Skill Improvement	8	Students explain how specific, positive, and correct feedback affect skill improvement.
G8HFA	Health Related Fitness Assessment	8	Students participate in a health related fitness assessment that addresses a variety of health related fitness components to establish personal fitness goals.
G8HFP	Health Related Fitness Plan	8	Students design a fitness program from established goals which addresses the five health-related fitness components and applies the frequency, intensity, time, and type (FITT) guidelines.
G8FA	Fitness Activity	8	Students participate in physical activities that address personal fitness goals for the health-related-fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition.
G8CS	Cooperative Skills	8	Students demonstrate cooperative and inclusive skills while participating in physical activities.
G8RB	Responsible Behavior	8	Students demonstrate responsible personal behaviors while participating in physical activities.
G8ROP	Rules of Play	8	Students describe game/physical activity rules and their purposes.
G8SR	Safety Rules	8	Students describe safety rules and their purposes.

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Absolute Rating Scale Used in Assessment:

- 4- Excellent** Skill is consistently performed correctly. All elements of stance, and hand positioning are correct and effective. Mistakes are made infrequently.
- 3- Satisfactory** Skill is performed correctly in almost all situations. The majority of the technical components are correct. Student makes few mistakes.
- 2- Fair** The cognitive understanding of what to do is present, yet the physical movements are not consistent for the skill to be effective. Mistakes are frequent.
- 1- Poor** The cognitive and physical understanding is not present. The skills are incorrect, or very weak. Mistakes are made in every situation.

Philosophy of Cape Elizabeth High School Physical Education

The Physical Education Philosophy at Cape Elizabeth High School is based on students reaching beyond their level of expectation. Using an adventure based curriculum, concepts learned will interfuse into all units that are taught. Students at Cape Elizabeth have unique and frequent opportunities to become involved with many athletic sports. Therefore, it becomes the responsibility of our department to introduce lifetime activities and skills which will enhance an active adult lifestyle. All of the learning domains, which includes cognitive, affective and psychomotor will be applied.

Our Program Philosophy:

- * Provides “new” experiences in sports, skills and activities that can be applied throughout a lifetime.
- * Contains a significant amount of cognitive work, related directly to abstractions and questions previously developed in the classroom.
- * Is sequential, in as far as, the Physical Education I Semester is a building block of cooperative and leadership skills necessary for the Adventure curriculum of the Physical Education II semester.
- * Incorporates a “Challenge by Choice” philosophy that permeates throughout the units, where students have the freedom to make decisions, problem-solve and make mistakes.
- * Promotes a positive environment, which leads to successful personal experiences.
- * Relies on an atmosphere of mutual support, in which cooperation, encouragement and interpersonal concerns are consistently present.

Goals of of Cape Elizabeth High School Physical Education

1. To increase the participant's sense of personal confidence.

The aim of many activities is to allow the students to view themselves as increasingly capable and competent. By attempting a graduated series of activities, which involve physical or emotional risk, and succeeding, (or sometimes failing), in a supportive group atmosphere, a student may begin to develop true self-esteem.

The curriculum has been planned to encourage students to try new and different activities- some of which may involve initial anxiety. It is our belief that as a person matures, he/she learns to be familiar with the anxiety that precedes any new venture; cope with the uncertainty, and dare to attempt the new situations.

2. To increase mutual support within a group.

The curriculum is based on the assumption that anyone who conscientiously tries, should be respected. Success and failure are directly related to effort. In many cases, the success of a group depends on the effort of all of its members. A cooperative, supportive atmosphere tends to encourage participation. Healthy competition is used to challenge and motivate.

3. To develop an increased level of agility and physical coordination.

A number of exercises and activities incorporate balance, coordination and strength. This forms a strong foundation for a variety of physical activities ranging from dancing to rock climbing. Ultimately, this will increase the chances of a long active lifestyle.

4. To develop an increased joy in one's physical self and in being with others.

Many of our activities are modified in a variety of ways to ensure involvement by everyone. Students recognize that by participating and enjoying physical activity, it enhance mental, social and emotional well-being.

Physical Education Course Sequence

All students at Cape Elizabeth High School must take one year of Physical Education (2) one semester courses and one semester of Health in order to meet the graduation requirements.

Physical Education I is a required one semester course designed to develop and encourage cooperation, team-building and mutual support. Students may enroll in Physical Education I during any year of high school. Physical Education I is a Pre-requisite for Physical Education II.

Physical Education II is a required one semester course that students may take during 10th through 12th grades. The cooperation, communication and leadership skills from Physical Education I will serve as a foundation for the adventurous challenges of the Physical Education II curriculum.

Adventure Elective is the only Physical Education Elective offered. This is a one semester course offered to 11th and 12th graders who have successfully completed Physical Education I and Physical Education II. This class focuses on the planning and decision-making necessary to **safely** enjoy a variety of adventurous activities.

All students must take one semester of Health in order to meet the graduation requirement of Cape Elizabeth High School and the State of Maine.

Health I is a required course (usually taken in 9th grade). This course addresses the developmental needs of adolescents. Our goal is to give the students the knowledge and skills necessary to guide them through the physical, mental, emotional and social challenges of the adolescent years.

Health Forum is an elective course (one semester) designed for 11th and 12th graders. Health I or equivalent is a pre-requisite. The issue-oriented, discussion-based curriculum focuses on the health concerns, needs, risks and responsibilities of the young adult years. Lessons and activities encourage students to learn and to practice the skills necessary for health and success as they continue to mature and enter adulthood.

Psychology of Growth and Development is an elective (one semester) course for students in grades 10 through 12. Students will learn about themselves and the people with whom they come in daily contact. Key concepts explored in Psychology are why people behave as they do and the effects their behaviors have on themselves and others.

Physical Education I

Welcome to Physical Education I. This semester we will focus on a variety of lifetime skills and activities designed to develop and encourage cooperation, "team building" and mutual support. You will have an opportunity to play non-traditional cooperative games and team problem solve with imaginative initiatives. You will also be introduced to new experiences in a blend of team and individual sports skills that can be used throughout a lifetime of fitness and enjoyment. **Evaluation includes knowledge testing, projects, presentations, and active participation.**

Activities for the semester:

Water Safety- The purpose of this American Red Cross course is to provide information that will help students to become safe in and around various water environments. The course concentrates on rescue skills, and handling emergencies

Cooperative Games- This unit will introduce non-traditional cooperative games, challenging initiatives and trust activities. The focus on this unit will be on team building and acceptance of each other's exceptionalities.

Intro to Fitness- This unit will be an introduction into fitness and the health-related fitness components. Students will be introduced to many different forms of fitness activities and the benefits of fitness.

Field Games- In this unit, students will be introduced to field hockey, and soccer. Basic rules and skills will be emphasized. Students will have an opportunity to participate mini games of both sports.

Golf- This unit will cover golf etiquette, general rules, scoring and basic equipment needed. Skills will include chipping, putting, and driving. Students will have the opportunity to practice their skills on the Cape par three mini course.

Tennis- Students will learn the rules for tennis for both singles and doubles. Skills will focus on racquet skills including basic forehand and backhand, developing and returning serve and an introduction to volley.

Badminton- Competitive badminton has gained popularity in many community recreation programs. Students will learn the rules of badminton for both singles and doubles play. Skills will include serving, a variety of strategy shots and scoring.

Pickleball- Racquet sports are lifetime activities. Pickleball is an exciting game that combines ping-pong, tennis, and badminton. Students will learn the rules of pickleball, skills will include basic forehand and backhand, serving, and scoring.

Eclipse Ball- Is a fun and new racquet sport that combines volleyball and tennis. Students will learn the rules and strategies to this exciting and active game.

Cross-Country Skiing- Skiing is a great lifelong sport for fun and fitness. Students will learn about proper selection of equipment. Diagonal stride, skate skiing and basic telemark turns will be introduced as well as climbing and descending hills. (This unit depends on Mother Nature)

CPR- Students will be certified in CPR and review basic first aid through the American Red Cross. **A two-year certification card will be earned.**

PHYSICAL EDUCATION II

Welcome to Physical Education II! This semester is everything you have been waiting for!! The cooperative work, communication and leadership skills needed in Physical Education I will be very important. Physical Education II will be a mixture of Adventure, Fitness, Recreational and Sports. You will have the opportunity to explore your fears and apply your strengths. You will also **refresh your CPR certification. Evaluation includes knowledge testing, projects, presentations and active participation.**

Activities for the Semester:

Football- This unit will teach you everything from how to throw a “spiral” to what “1st and 10” means. Students will learn offensive strategies, rules and terminology in order to give them a better understanding of the game of football.

Kayaking- The pool will be the place of learning for the kayaking unit. We will learn about the differences in Recreational, Whitewater and Sea Kayaking. Basic paddling skills will be introduced including: paddling strokes, entering, exiting, as well as self & assisted rescues.

Recreation- This unit will explore an assortment of recreational sports played from our back yards to the Olympics. Students will learn the scoring and rules, as well as participate in games of bocce, croquet, ultimate frisbee, table tennis, hacky sack, long boards, volleyball and archery.

Fitness/Weight Training- Students will learn proper techniques for working out and how to design their own personal fitness program. Fitness testing will be available for cardiovascular, strength, flexibility and endurance. **A test on the major bones and muscles in the body will be given.**

CPR- Students will be certified or recertified in CPR and review basic first aid through the American Red Cross. **A two-year certification card will be earned.**

Project Adventure/Climbing- Students will challenge themselves not only physically, but mentally, socially and possibly emotionally. Incorporating communication skills, trust and cooperation; students utilize our 10 station indoor climbing facility. Every activity is “Challenge by Choice”. This means that students set their own personal goals and choose activities that are within their own personal comfort zone. **Students will be required to pass a safety skills test and written test with an 85 or better prior to climbing.**

Basketball- This is a mini-unit designed to teach students about the game of basketball. Offensive and defensive strategies will be discussed as well as skills, scoring and rules. Students will have the opportunity to play, coach and referee.

Cape Elizabeth Schools
K-12 Curriculum Template

Grade Level / Course: Physical Education 1 & 2 (Grades 9-11)

Content Area: Health and Physical Education

Brief Course Description:

Physical Education I will focus on a variety of lifetime skills and activities designed to develop and encourage cooperation, “team building” and mutual support. Students will have an opportunity to play non-traditional cooperative games and team problem solve with imaginative initiatives. Students will also be introduced to new experiences in a blend of team and individual sports skills that can be used throughout a lifetime of fitness and enjoyment.

Physical Education II will be a mixture of Adventure, Fitness, Recreational, and Sports. Students will have an opportunity to explore their fears and apply strengths. Students will also update their CPR certification.

Priority / Mastery Knowledge & Skills	Assessment	PLG
Students design and critique a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, & progression) (Grades 10-11)	Student develop personal fitness plan.	H2
Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components. (Grades 10-11)	Student develop personal fitness plan.	H3
Students demonstrate collaborative skills while participating in physical activities. (Grades 9-11)	Observation/Checklist of students’ cooperative skills. Climbing Unit Checklist/Test	I1
Students demonstrate responsible and ethical personal behavior while participating in physical activities. (Grades 9-11)	Red Cross CPR/First Aid certification. (9-11) Climbing Unit Observation. Water Safety Unit (9)	I2
Students predict how etiquette/rules improve games/activities. (Grades 9-11)	Kayaking Skills/Test Red Cross CPR/First Aid certification.(9-11) Water Safety Unit (9)	I3

Second Tier Priority / Exposure Knowledge & Skills	Assessment	PLG
Students explain the relationship of skill-related fitness components to specialized movement skills.	Cross Country Skiing Quiz	G3
Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance		G4
Students design and critique a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, & progression) (Grade 9)	Intro to Fitness Unit Quiz. (9)	H2
Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components. (Grade 9)		H3
Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, & social benefits related to regular participation in physical activity		H4

Instructional Strategies:

Topics or Unit Descriptions and Timeframes:

Physical Education 1

Water Safety	2 weeks
CPR/First Aid	1 week
Racquet Sports Unit (Tennis, Badminton, Eclipse Ball, Pickle Ball)	4 weeks
Golf	2 weeks
Field Games Unit (Soccer, Field Hockey)	3 weeks
Intro to Fitness	2 weeks
Cross Country Skiing	2 weeks
Cooperative Games	3 weeks

Physical Education II

Kayaking	2 weeks
CPR/First Aid	2 weeks
Basketball	2 weeks
Football	2 weeks
Recreation	2-3 weeks
Fitness Unit	3 weeks
Climbing	4-5 weeks