

6th Grade Physical Education

Power Standards

1. The student will be able to use basic skills and principles in a variety of activities.
2. The student will be able to achieve a healthy level of fitness.
3. The student will be able to explore a variety of fitness and wellness concepts.

Learning Targets

- 1.1 I can explain important concepts in a physical activity setting.
- 1.2 I can perform fundamental movement skills in a variety of physical activities.
- 1.3 I can practice positive participation in daily activities.
- 2.1 I can achieve a healthy level of abdominal strength and endurance.
- 2.2 I can achieve a healthy level of upper body strength and endurance.
- 2.3 I can achieve a healthy level of flexibility.
- 2.4 I can achieve a healthy level of cardiovascular endurance.
- 3.1 I can describe the benefits of physical activity on overall health and wellness.

Units

Unit: Team Sports

Unit: Recreational Sports

Unit: Fitness

6th Grade Healthy Living

Power Standards

1. The student will be able to evaluate how body systems relate to each other.
2. The student will be able to analyze how life choices affect overall health and wellness.

Learning Targets

- 1.1 I can classify body systems, structures, and functions.
- 1.2 I can discuss a variety of health and safety issues that affect body systems and how to prevent them.
- 2.1 I can describe social, emotional, and mental health.
- 2.2 I can explain a variety of personal skills that impact overall health and wellness.

Units

Unit: Safety

Unit: Body Systems

Unit: Diseases

Unit: Substance Education

7th Grade Physical Education/Health

Power Standards

1. The student will be able to apply basic skills and fitness concepts in a variety of activities.
2. The student will be able to achieve a healthy level of fitness.
3. The student will be able to explore a variety of fitness and wellness concepts.

Learning Targets

- 1.1 I can apply fundamental movement, game strategies, terminology, scoring, etiquette, player position, equipment, safety principles, and game rules for individual/dual/team sports.
- 1.2 I can explain how participation in specific activities improves overall fitness.
- 1.3 I can practice positive participation in daily activities.
- 2.1 I can achieve a healthy level of abdominal strength and endurance.
- 2.2 I can achieve a healthy level of upper body strength and endurance.
- 2.3 I can achieve a healthy level of flexibility.
- 2.4 I can achieve a healthy level of cardiovascular endurance.
- 3.1 I can apply nutrition knowledge.
- 3.2 I can explain a variety of personal skills that impact overall health and wellness.

Units

Unit: Team Sports

Unit: Individual/Dual Sports

Unit: Fitness

Unit: Health and Wellness

Unit: Nutrition

8th Grade Physical Education/Health

Power Standards

1. The student will be able to use basic skills and principles in a variety of activities.
2. The student will be able to achieve a healthy level of fitness.
3. The student will be able to explore a variety of fitness and wellness concepts.

Learning Targets

- 1.1 I can analyze advanced movement skills, game strategies, techniques, and safety principles in a physical activity setting.
- 1.2 I can explain the impact of exercise on overall fitness.
- 1.3 I can practice positive participation in daily activities.
- 2.1 I can achieve a healthy level of abdominal strength and endurance.
- 2.2 I can achieve a healthy level of upper body strength and endurance.
- 2.3 I can achieve a healthy level of flexibility.
- 2.4 I can achieve a healthy level of cardiovascular endurance.
- 3.1 I can analyze a variety of diseases, including their prevention/treatment and their effects on overall wellness
- 3.2 I can analyze a variety of teen and societal health issues and potential solutions.

Units

Unit: Team Sports

Unit: Individual/Dual Sports

Unit: Fitness

Unit: Teen/Societal Health Issues

Unit: Endocrine/Reproductive System

Unit: Sexually Transmitted Diseases

8th Grade Strength Training and Conditioning

Power Standards

1. The student will be able to explain the overall effects of strength training and conditioning.
2. The student will be able to apply the proper technique, including safety to strength training and conditioning.

Learning Targets

- 1.1 I can practice positive participation in daily activities.
- 2.1 I can demonstrate proper technique for strength training and conditioning activities.
- 2.2 I can explain proper safety and etiquette for strength training and conditioning activities.

Units

Unit: Application of Safety & Etiquette

Unit: Exploring Strength Training Exercises

Unit: Exploring Conditioning Programs

Unit: Individualized/Small Group Training Programs

9th Grade Boys' and Girls' Physical Education

Power Standards

1. The student will be able to apply personal fitness and healthy active living principles.
2. The student will be able to apply safe personal and social behaviors in the physical activity setting.

Learning Targets

- 1.1 I can use both health and skill-related fitness principles to create a personal fitness plan.
- 1.2 I can analyze a variety of research and technologies to assist in my wellness planning.
- 1.3 I can apply a variety of fitness principles in my daily wellness activities.
- 1.4 I can explain how the major structures of the skeletal and muscular systems are used in my physical activity.
- 1.5 I can apply critical elements of fundamental movement skills.
- 1.6 I can critique techniques and skills of self and others in the physical activity setting.
- 1.7 I can identify career opportunities available related to physical activity/strength and conditioning.
- 2.1 I can use safe, respectful personal and social skills in the physical activity setting.
- 2.2 I can perform proper techniques to prevent and treat activity-related injuries.

Units

Unit: Introduction to Fitness and Wellness Principles

Unit: Individual/Dual Activities

Unit: Team Activities

Unit: Summary and Combination Activities

Health

Power Standards

1. The student will be able to evaluate the influence of personal, social and mental health factors on health behaviors and overall well-being.
2. The student will be able to interpret the importance of physical activity and human nutrition on overall well-being.
3. The student will be able to investigate the major disorders of the human body systems.
4. The student will be able to evaluate the effects that alcohol, tobacco, and other drugs have on the overall wellness of a person.
5. The student will be able to evaluate a variety of human growth and sexuality concepts to promote safe and positive well-being.

Learning Targets

- 1.1 I can analyze how family and culture contribute to personal health and healthy relationship skills.
- 1.2 I can compare the variety of skills necessary for healthy, long-term relationships.
- 1.3 I can create a life plan incorporating necessary skills of social, emotional, and mental health that promote long-term, healthy relationships.
- 1.4 I can evaluate how community resources, media, and the environment influences personal health and well-being.
- 2.1 I can analyze the variety of benefits that contribute to regular participation in physical activity and a balanced diet.
- 2.2 I can evaluate my personal level of fitness and nutrition.
- 2.3 I can compare key nutrients and their functions and how they influence body processes over a lifetime.
- 2.4 I can design a nutritional and fitness program based on basic principles of weight management.
- 2.5 I can explain safety procedures for a variety of incidents and accidents related to physical activity.
- 3.1 I can describe the major disorders that affect each of the human body systems.
- 3.2 I can outline the treatments associated with each of the major disorders of the human body systems.
- 3.3 I can explain the common prevention techniques associated with each of the major disorders of the human body systems.
- 4.1 I can assess the short and long-term effects that a variety of substances have on a person's overall well-being.
- 4.2 I can explain why individuals need to follow label guidelines on all substances.
- 4.3 I can evaluate the effects of chemical dependency on a person's overall wellbeing.
- 5.1 I can evaluate the signs, symptoms, and transmission processes of a variety of sexually transmitted diseases and/or infections.

- 5.2 I can evaluate how sexually transmitted diseases and/or infections and teen pregnancy can affect an individual's' overall wellbeing.
- 5.3 I can investigate the cause and effect relationship between obtaining prenatal care and the health of the mother and baby.
- 5.4 I can evaluate the progression of reliability of various contraceptive methods.

Units

Unit: Personal Health Skills and Social Health

Unit: Mental Health

Unit: Nutrition and Physical Activity

Unit: Disorders of the Body Systems

Unit: Substance Education

Unit: Human Sexuality and Growth and Development

9th Grade Weight Training

Power Standards

1. The student will be able to apply personal fitness and healthy active living principles.
2. The student will be able to apply safe personal and social behaviors in the physical activity setting.

Learning Targets

- 1.1 I can use both health and skill-related fitness principles to create a personal fitness plan.
- 1.2 I can analyze a variety of research and technologies to assist in my wellness planning.
- 1.3 I can apply a variety of fitness principles in my daily wellness activities.
- 1.4 I can explain how the major structures of the skeletal and muscular systems are used in my physical activity.
- 1.5 I can apply critical elements of fundamental movement skills.
- 1.6 I can critique techniques and skills of self and others in the physical activity setting.
- 1.7 I can use a variety of equipment during rhythmic activities.
- 1.8 I can identify career opportunities available related to physical activity/strength and conditioning.
- 2.1 I can use safe, respectful personal and social skills in the physical activity setting.
- 2.2 I can perform proper techniques to prevent and treat activity-related injuries.

Units

Unit: Introduction to Fitness and Wellness Principles

Unit: Types of Fitness Training

Unit: The Core

Unit: Summary and Combination Activities

Physical Fitness I

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can perform proper technique in the skills of each unit during the semester.
- 1.2 I can show improvements on a variety of skills.
- 2.1 I can explain basic fitness skills and how they relate to my overall wellness.
- 2.2 I can practice the principles of training to my daily participation in activities.
- 3.1 I can practice safe behaviors during physical activities.
- 3.2 I can practice positive participation and teamwork in daily physical activities.

Units

Unit: Fitness and Skills Testing

Unit: Aerobic Training

Unit: Anaerobic Training

Physical Fitness II

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can perform proper technique in the skills of each unit during the semester.
- 1.2 I can show improvements on a variety of skills.
- 2.1 I can explain basic fitness skills and how they relate to my overall wellness.
- 2.2 I can apply strength and endurance training principles in a variety of activities.
- 3.1 I can practice safe behaviors during physical activities.
- 3.2 I can practice positive participation and teamwork in daily physical activities.

Units

Unit: Fitness and Skills Testing

Unit: Aerobic Training

Unit: Anaerobic Training

Weight Training I

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can apply critical elements of fundamental movement skills.
- 1.2 I can critique techniques and skills of self and others in the physical activity setting.
- 1.3 I can show improvements on a variety of measurements.
- 2.1 I can apply a variety of fitness principles in my daily wellness activities.
- 2.2 I can explain the importance of weight training in an overall wellness program.
- 3.1 I can explain weight room equipment and functions.
- 3.2 I can practice safe and responsible behaviors.
- 3.3 I can manage time to achieve daily tasks.

Units

Unit: Fitness Testing

Unit: Introduction to Weight Training

Unit: Phases 1 and 2--Weight Training and Max

Unit: Phases 3, 4 and F—Periodization, Endurance and Reps

Unit: Summary Activities

Advanced Weight Training

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can show improvements on a variety of measurements.
- 1.2 I can perform proper technique while lifting weights.
- 2.1 I can explain the importance of weight training in an overall wellness program.
- 2.2 I can explain weight room equipment and functions.
- 3.1 I can practice safe and responsible behaviors.
- 3.2 I can manage time to achieve daily tasks.

Units

Unit: Fitness and Fitness Testing

Unit: Technique and Form/Musculoskeletal Anatomy

Unit: Strength Training Principles

Unit: Evaluation

Individual and Dual Sports

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can perform proper technique in the skills of each unit during the semester.
- 1.2 I can show improvements on a variety of skills.
- 2.1 I can explain basic fitness skills and how they relate to my overall wellness.
- 2.2 I can practice the principles of training to my daily participation in activities.
- 3.1 I can practice safe behaviors during physical activities.
- 3.2 I can practice positive participation and teamwork in daily physical activities.

Units

Unit: Three-on-Three Volleyball

Unit: Badminton

Unit: Pickleball

Unit: Golf

Unit: Disc Golf

Unit: Tennis

Recreational Activities

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can perform proper technique in the skills of each unit during the semester.
- 1.2 I can show improvements on a variety of skills.
- 2.1 I can explain basic fitness skills and how they relate to my overall wellness.
- 2.2 I can practice the principles of training to my daily participation in activities.
- 3.1 I can practice safe behaviors during physical activities.
- 3.2 I can practice positive participation and teamwork in daily physical activities.

Units

Unit: Horseshoes

Unit: Croquet

Unit: Marksmanship/Hunter's Safety

Unit: Table Tennis

Unit: Archery

Boys' and Girls' Team Sports-Fall

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can perform proper technique in the skills of each unit during the semester.
- 1.2 I can show improvements on a variety of skills.
- 2.1 I can explain basic fitness skills and how they relate to my overall wellness.
- 2.2 I can practice the principles of training to my daily participation in activities.
- 3.1 I can practice safe behaviors during physical activities.
- 3.2 I can practice positive participation and teamwork in daily physical activities.

Units

Unit: Fitness

Unit: Soccer

Unit: Flag Football

Unit: Volleyball

Unit: Team Handball

Boys' and Girls' Team Sports-Spring

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can perform proper technique in the skills of each unit during the semester.
- 1.2 I can show improvements on a variety of skills.
- 2.1 I can explain basic fitness skills and how they relate to my overall wellness.
- 2.2 I can practice the principles of training to my daily participation in activities.
- 3.1 I can practice safe behaviors during physical activities.
- 3.2 I can practice positive participation and teamwork in daily physical activities.

Units

Unit: Fitness

Unit: Basketball

Unit: Floor Hockey

Unit: Lacrosse

Unit: Slow Pitch Softball

Aerobics

Power Standards

1. The student will be able to apply skills and movement patterns that can be used in a variety of physical activities.
2. The student will be able to apply fitness concepts to a variety of activities.
3. The student will be able to implement safe and responsible behaviors in all physical activity settings.

Learning Targets

- 1.1 I can use locomotor skills appropriate to the activity.
- 1.2 I can use energy appropriate to all activities.
- 2.1 I can identify the difference between aerobic and anaerobic.
- 2.2 I can maintain my personal target heart rate in a variety of activities.
- 2.3 I can improve my overall fitness level through a variety of fitness testing measures.
- 3.1 I can practice safe and responsible behaviors.
- 3.2 I can practice appropriate safety techniques in a variety of settings.

Units

Unit: Fitness

Unit: Basic Floor Routines

Unit: Advanced Floor Routines

Unit: Step Aerobics

Unit: Walking

Unit: Strength Training

Unit: Flexibility

Social Dance

Power Standards

1. The student will be able to apply a variety of dance skills and techniques.
2. The student will be able to explain various historical, cultural and interdisciplinary connections in dance

Learning Targets

- 1.1 I can use locomotor and non-locomotor skills appropriate to the activity.
- 1.2 I can apply performance values (concentration and focus) during various dances.
- 1.3 I can apply concepts of time in dance during various dances.
- 1.4 I can apply spatial concepts during various dances.
- 1.5 I can use energy during various dances.
- 2.1 I can apply a variety of dance styles.
- 2.2 I can explain the various dimensions of social dance.
- 2.3 I can perform a four step dance routine.
- 2.4 I can perform using coordination, rhythm, and spatial awareness.

Units

Unit: Fitness

Unit: Country Line Dancing

Unit: Square Dancing

Unit: Couples Dance/Student Research Project

First Aid

Power Standards

1. The student will be able to evaluate personal fitness and healthy active living principles.
2. The student will be able to execute safe personal and social behaviors in the physical activity setting.

Learning Targets

- 1.1 I can identify career opportunities available related to physical activity/strength and conditioning/wellness.
- 1.2 I can explain how the major structures of the skeletal and muscular systems are used in my physical activity.
- 1.3 I can identify various personal safety techniques.
- 1.4 I can evaluate an injury/illness scene.
- 2.1 I can perform proper life-saving techniques.
- 2.2 I can perform proper techniques to prevent activity-related injuries and illnesses.
- 2.3 I can perform proper techniques to treat activity-related injuries and illnesses.

Units

Unit: Basic First Aid Concepts

Unit: Human Anatomy

Unit: CPR and AED

Unit: Wounds, Bleeding and Shock

Unit: Burns

Unit: Poisoning, Bites and Stings

Unit: Cold and Heat Related Emergencies

Unit: Head, Neck, Bone and Joint Injuries

Athletic Training

Power Standards

1. The student will be able to evaluate personal fitness and healthy active living principles.
2. The student will be able to execute safe personal and social behaviors in the physical activity setting.

Learning Targets

- 1.1 I can identify career opportunities available related to physical activity/strength and conditioning/wellness.
- 1.2 I can explain how the major structures of the skeletal and muscular systems are used in my physical activity.
- 1.3 I can apply critical elements of fundamental movement skills.
- 1.4 I can identify various activity-related injuries and illnesses.
- 1.5 I can evaluate an activity-related scene.
- 2.1 I can perform proper life-saving techniques.
- 2.2 I can perform proper techniques to prevent activity-related injuries and illnesses.
- 2.3 I can perform proper techniques to treat activity-related injuries and illnesses.
- 2.4 I can perform proper rehabilitation protocols for activity-related injuries and illnesses.

Units

Unit: Organization and Administration

Unit: Recognition Evaluation and Management/The Healing Process/Biohazardous Protocols

Unit: Preventive and Supportive Techniques

Unit: Foot, Ankle and Lower Leg

Unit: Knee and Thigh

Unit: Hip and Pelvis/Thorax and Abdomen

Unit: Head, Neck and Spine

Unit: Shoulder and Upper Arm

Unit: Environmental Issues