

Frenchtown School District
Health- 1st Grade
Every 4th day of instruction will be a Health Lesson

Course Overview: 1st Grade health focuses on many different facets that expand on basic health concepts that are learned in Kindergarten and 1st grade. These concepts allow for in-depth understanding of how to stay healthy, make healthy decisions, understand different medical needs, what medication is, building positive relationships and live a drug free lifestyle.

Special Education Resources:

Quarter Taught	Topic	Objective
UNIT 1-2		
Standards Found in Unit 1: Listed in Objectives		
Quarter 1 3 Days	Health and you	<p>Standards: 1. Describe healthy behaviors; 2. Give examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 9. Describe ways a family practices health promotion; 10. Identify ways that peers influence behavior; 13. Describe ways adults can help promote health; 14. Describe school and community health and safety resources; 15. Show how to share feelings in a healthy way; 16. Describe ways listening is a respectful and caring behavior; 17. Describe and demonstrate how to use a variety of refusal skills; 18. Describe how to get help in a dangerous situation; 19. Identify steps in making safe and healthy decisions; 20. Identify examples of responsible safety and health-related decisions; 21. Identify ways to solve safety and health-related issues or problems; 22. Identify possible consequences of choices when making safety and health-related decisions; 23. Explain types of healthy habits; 24. Identify a goal and who can help achieve that goal; 28. Express how to ask others to assist in promoting health; 29. Show how peers can make positive health choices; 30. List a variety of health messages.</p> <p>Lesson: Chapter 1 (Health and you) Discussion:</p> <ul style="list-style-type: none"> • Good health • Good character

		<ul style="list-style-type: none"> • How you can show good character • Wise decisions • Say “no” • Your feelings • Angry feelings • Mistakes • Set health goals
Quarter 1 3 Days	Your Family, Your Friends, and You	Standards: 9. Describe ways a family practices health promotion; 13. Describe ways adults can help promote health; 14. Describe school and community health and safety resources; 15. Show how to share feelings in a healthy way; 16. Describe ways listening is a respectful and caring behavior; 25. Identify examples of healthy behaviors toward self and others; 28. Express how to ask others to assist in promoting health; 29. Show how peers can make positive health choices Lesson: Chapter 2 (Your Family, Your Friends, and You) Discussion: <ul style="list-style-type: none"> • Your family • Families learn • Helping hands • Respect • Make friends • Wise friends • Conflict • Resolve conflict
UNIT 3-4		
Quarter 2 3 Days	Your Growing Body	Standards: 8. Identify basic body systems such as circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous;; Lesson: Chapter 3 (Your growing body) Discussion: <ul style="list-style-type: none"> • You grow • You are special • You have five senses • Using your five senses • Bones and muscles • What are the parts of your body • Heart and lungs • Your stomach • Your brain • Make wise decisions

<p>Quarter 2</p> <p>3 Days</p>	<p>Healthful Foods</p>	<p>Standards: 1. Describe healthy behaviors; 5. Identify ways to be safe and healthy at school and in the community; 11. Identify ways in which schools promote personal health practices and behaviors; 12. Identify examples from different media sources that influence health; 13. Describe ways adults can help promote health; 14. Describe school and community health and safety resources; 23. Explain types of healthy habits; 25. Identify examples of healthy behaviors toward self and others; 26. Tell ways to maintain or improve personal health behaviors;</p> <p>Lesson: Chapter 4 (Healthful Foods) Discussion:</p> <ul style="list-style-type: none"> • Eat well • Healthful meals • Food groups • The food guide pyramid • Healthful snacks • Food labels • Food ads • Keep food germ-free • Help others be healthy
<p>UNIT 5-6</p>		
<p>Quarter 3</p> <p>3 Days</p>	<p>Staying Clean and Fit</p>	<p>Standards: 1. Describe healthy behaviors; 5. Identify ways to be safe and healthy at school and in the community; 7. Identify reasons for seeing a health care professional; 9. Describe ways a family practices health promotion; 13. Describe ways adults can help promote health;</p> <p>Lesson: Chapter 5 (Stay Clean and Fit) Discussion:</p> <ul style="list-style-type: none"> • Neat and clean • Get plenty of sleep • Get a checkup • Take care of your teeth • Checkup tools • How to brush and floss • Practice healthful habits
<p>Quarter 3</p> <p>3 Days</p>	<p>Stay Safe</p>	<p>Standards: 1. Describe healthy behaviors; 5. Identify ways to be safe and healthy at school and in the community; 6. Identify common childhood injuries and their treatment; 10. Identify ways that peers influence behavior; 14. Describe school and community health and safety resources; 17. Describe and demonstrate how to use a variety of refusal skills; 18. Describe how to get help in a dangerous situation; 19. Identify steps in making safe and healthy decisions; 20. Identify examples of responsible safety and health-related decisions; 22. Identify possible consequences of choices when making safety and health-related decisions; 23. Explain types of healthy habits; 27. Explain harmful or</p>

		<p>risky behaviors to health;</p> <p>Lesson: Chapter 6 (Stay Safe) Discussion:</p> <ul style="list-style-type: none"> • Be safe at school • Use a computer safely • Be safe indoors • Be safe at play • Be safe outdoors • Be safe at home • Fire safety rules • Fire safety • Cross a street safely • Weather • Bus safety • Car safety • Stay safe if you are lost • Be safe from strangers • Get help • First aid • Say “no”
UNIT 7-8		
<p>Quarter 4 3 Days</p>	<p>Medicine and Drugs</p>	<p>Standards: 4. Identify environmental factors that can affect health; 7. Identify reasons for seeing a health care professional; 9. Describe ways a family practices health promotion; 13. Describe ways adults can help promote health; 17. Describe and demonstrate how to use a variety of refusal skills;</p> <p>Lesson: Chapter 7 (Medicines and Drugs) Discussion:</p> <ul style="list-style-type: none"> • Medicines • Medicine and safety • Alcohol harms health • Stay away from tobacco • Drugs and the law • Stay Drug-Free • People who help •
<p>Quarter 4 3 Days</p>	<p>Stay Well</p>	<p>Standards: 1. Describe healthy behaviors 3. Identify ways to prevent the spread of germs; 4. Identify environmental factors that can affect health; 7. Identify reasons for seeing a health care professional;</p> <p>Lesson: Chapter 8 (Stay Well) Discussion:</p> <ul style="list-style-type: none"> • What are germs • How to spread germs • Are you sick

		<ul style="list-style-type: none"> • Your family keeps you well • Asthma and allergies • Eat for health • Staying healthy
UNIT 9/10		
Final Lesson 1 Day	Be Heath Wise/A Clean Earth	Standards: 1. Describe healthy behaviors; 2. Give examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 4. Identify environmental factors that can affect health; 12. Identify examples from different media sources that influence health; 30. List a variety of health messages. Lesson: Chapter 9 (Be Health Wise/A Clean Earth) Discussion: <ul style="list-style-type: none"> • Health helper • Health facts • Choose health products wisely • How can you choose wisely • Think about your health choices • Pollution • Noise pollution • You can help • Communicate

Frenchtown School District
Health- 2nd Grade
Every 4th day of instruction will be a Health Lesson

Course Overview: 2nd Grade health focuses on many different facets that expand on basic health concepts that are learned in Kindergarten and 1st grade. These concepts allow for in-depth understanding of how to stay healthy, make healthy decisions, understand different medical needs, what medication is, building positive relationships and live a drug free lifestyle.

Special Education Resources:

Quarter Taught	Topic	Objective
1 day = 45 min.		
UNIT 1-2		
Standards Found in Unit 1: Listed in Objectives		
Quarter 1 3 Days	How do you stay healthy?	<p>Standards: 1. Identify and explain how health behaviors affect personal health; 2. Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family, and social health, including those of traditional and contemporary American Indian cultures and practices</p> <p>Lesson: Chapter 1 (How do you stay healthy?) Discussion:</p> <ul style="list-style-type: none"> • How can I be healthy? • Show Good Character • Decision Making • Feels and Sharing • Communication • How you see yourself • How can I manage stress • Mistakes happen
Quarter 1 3 Days	What do family and friends mean to you?	<p>Standards: 1. Identify and explain how health behaviors affect personal health; 25. Identify who can help when assistance is needed to achieve a personal health goal; 26. Exhibit healthy behaviors toward self and others;</p> <p>Lesson: Chapter 2 (What do family and friends mean to you?) Discussion:</p>

		<ul style="list-style-type: none"> • Many kinds of families • Families and fun • Families can change • Families and respect • Families and friends • Make wise decisions with friends • Friends and conflict • Resolve conflict
UNIT 3-4		
Quarter 2 3 Days	How do you stay healthy as you grow?	Standards: 8. Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous; Lesson: Chapter 3 (How do you stay healthy as you grow?) Discussion: <ul style="list-style-type: none"> • Growing and changing • Keep growing • Healthful habits • Set health goals • Your amazing body • Your stomach • Your bones and muscles • Your heart and lungs • Your brain
Quarter 2 3 Days	What are your favorite health foods?	Standards: 23. Describe possible consequences of choices when making safety and health-related decisions; 24. Identify short-term personal health goals and take action towards achieving goals; 25. Identify who can help when assistance is needed to achieve a personal health goal; 26. Exhibit healthy behaviors toward self and others; Lesson: Chapter 6 (What are your favorite health foods?) Discussion: <ul style="list-style-type: none"> • Health foods • Use MyPlate • Rules for healthy eating • How much food you eat • Food labels • Healthful Snacks • Practice Healthful Habits • Food Ads • Keep food safe
UNIT 5-6		

<p>Quarter 3</p> <p>3 Days</p>	<p>What do you do to stay clean, healthy, and fit?</p>	<p>Standards: 27. Exhibit healthy practices and behaviors to maintain or improve personal health; 28. Discuss behaviors that avoid or reduce health risk; 29. Make requests to promote health; 30. Identify ways to encourage others to make positive health choices; and 31. Describe health messages and communication techniques.</p> <p>Lesson: Chapter 8 (What do you do to stay clean, healthy, and fit?)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Checkups • Your eyes and ears • Your teeth • Look your best • Exercise for health • Exercise safely • Make wise decisions • Be a good sport
<p>Quarter 3</p> <p>3 Days</p>	<p>What are ways to stay safe?</p>	<p>Standards: 14. Identify trusted adults and professionals who can help promote health; 15. Identify ways to local school and community health and safety resources; 16. Identify healthy ways to express needs, wants, and feelings; 17. Use listening skills to enhance health; 18. Exhibit ways to respond in an unwanted, threatening, or dangerous situation; 19. Express ways to tell a trusted adult if threatened or harmed; 20. Identify situations when a safety and health-related decision is needed; 21. Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed; 22. Describe ways to solve safety and health-related issues or problems;</p> <p>Lesson: Chapter 9 (What are ways to stay safe?)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Safe at school and home • Safe inside • Safe at play • Safe outdoors • Car and Bus Safety • Stay safe from strangers • Stay safe when you are lost • Stay safe from bullies or gangs
<p>UNIT 7-8</p>		
<p>Quarter 4</p> <p>3 Days</p>	<p>What are ways to stay safe?</p>	<p>Standards: 6. Identify ways to prevent and treat common childhood injuries; 7. Describe why it is important to seek health care; 11. Identify what the school can do to support personal health practices and behaviors; 12. Describe how the media can influence health behaviors;</p> <p>Lesson: Chapter 9 (What are ways to stay safe?)</p> <p>Discussion:</p>

		<ul style="list-style-type: none"> • Safe at school and home • Safe inside • Safe at play • Safe outdoors • Car and Bus Safety • Stay safe from strangers • Stay safe when you are lost • Stay safe from bullies or gangs • Stay safe from dangerous things • Fire safety • Stay safe from earthquakes and bad weather • First Aid • Find health facts get help
Quarter 4 3 Days	What do you know about medicine?	Standards: 9. Identify how family and culture influence personal health practices and behaviors; 10. Identify ways that peers influence behavior; Lesson: Chapter 9 (What do you know about medicine?) Discussion: <ul style="list-style-type: none"> • Medicines • Taking Medicines Safely • Store Medicines Safely • Alcohol • Help with Alcohol • Tobacco Harms Health • De-Drug Free • Stay Drug-Free • Say No
UNIT 9/10		
Final Lesson 1 Day	What can you do to stay well?	Standards: 3. Describe some ways to prevent childhood communicable diseases; 4. Describe common environmental factors that can affect health; 5. Give examples of how to be safe at school and in the community; Lesson: Chapter 9/10- (What can you do to stay well?) Discussion: <ul style="list-style-type: none"> • Germs • Stay safe from germs • Wash hands • Allergies: nothing to sneeze at • Asthma • Keep your heart healthy • Obesity and diabetes • How can I prevent cancer • Manage Stress

Frenchtown School District
Health- 3rd Grade
Every 4th day of instruction will be a Health Lesson

Course Overview: 3rd Grade health focuses on many different facets that expand on basic health concepts that are learned in Kindergarten and 3rd grade. These concepts allow for in-depth understanding of how to stay healthy, make healthy decisions, understand different medical needs, what medication is, building positive relationships and live a drug free lifestyle.

Quarter Taught	Topic	Objective
1 day = 45 min.		
UNIT 1-2		
Standards Found in Unit 1: Listed in Objectives		
Quarter 1 3 Days	Mental, Emotional, Family and Social Health	<p>Standards: 1. Identify links between healthy choices and personal health; 2. Define life skills that improve health and wellness; 3. Use goal-setting o practice healthy behaviors; 4. Describe various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 8. Identify common childhood health problems; 11. Describe ways family and culture influence personal health practices and behaviors; 12. Describe ways that peers influence behavior; 13. Explain ways the school can support personal health practices and behaviors; 14. Discuss ways the media can influence thoughts, feelings, and health behaviors; 15. Identify types of technology that influence personal health; 16. Describe ways that school and community policies promote health and safety; 19. Express ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices; 29. Describe ways to set personal health goals; 31. Describe practices of healthy behaviors toward self and others;</p> <p>Lesson: Chapter 1 (Mental, Emotional, Family and Social Health)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Health is well-being • You self-concepts • Your mind and emotions • Good character matters

		<ul style="list-style-type: none"> • Making responsible decisions • Managing stress
Quarter 1 3 Days	Family and Social Health	Standards: 2. Define life skills that improve health and wellness; 11. Describe ways family and culture influence personal health practices and behaviors; 12. Describe ways that peers influence behavior; 19. Express ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices; 21. Recognize conflict and apply nonviolent strategies to manage or resolve conflict; 22. Discuss situations when it is necessary to seek assistance for the health and safety of self and others; 30. Explain how friends, adults, and resources help in achieving a personal health goal; 31. Describe practices of healthy behaviors toward self and others; 33. Identify healthy and unhealthy behaviors; 35. Encourage peers to make positive health choices; Lesson: Chapter 2 (Family and Social Health) Discussion: <ul style="list-style-type: none"> • Healthful relationships • Resolving conflict • My family • My friends
UNIT 3-4		
Quarter 2 3 Days	Growth and Nutrition	Standards: 10. Identify body systems and their function including circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous; 15. Identify types of technology that influence personal health; Lesson: Chapter 3 (Growth and Nutrition) Discussion: <ul style="list-style-type: none"> • Growing and changing • Your muscles and bones • Your heart and lungs • Your digestive system • Your senses and nervous system
Quarter 2 3 Days	Nutrition	Standards: 1. Identify links between healthy choices and personal health; 2. Define life skills that improve health and wellness; 11. Describe ways family and culture influence personal health practices and behaviors; 31. Describe practices of healthy behaviors toward self and others; 31. Describe practices of healthy behaviors toward self and others; 32. Discuss reasons for responsible personal health behaviors; 33. Identify healthy and unhealthy behaviors; 34. Share accurate information about a health issue; 35. Encourage peers to make positive health choices; Lesson: Chapter 4 (Nutrition)

		<p>Discussion:</p> <ul style="list-style-type: none"> • Why you need food • The dietary guidelines • Choosing healthful meals and snacks • Food safety
UNIT 5-6		
<p>Quarter 3</p> <p>3 Days</p>	<p>Personal Health and Safety</p>	<p>Standards: 1. Identify links between healthy choices and personal health; 2. Define life skills that improve health and wellness; 13. Explain ways the school can support personal health practices and behaviors; 31. Describe practices of healthy behaviors toward self and others; 32. Discuss reasons for responsible personal health behaviors; 33. Identify healthy and unhealthy behaviors;</p> <p>Lesson: Chapter 5 (Personal Health and Safety)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Checkups and dental health • Your eyes and ears • Good grooming • Physical activity • A good workout • Safety and physical activity
<p>Quarter 3</p> <p>3 Days</p>	<p>Violence and Injury Prevention</p>	<p>Standards: 6. Identify the potential sources of environmental factors that affect health; 9 Identify situations that require health care; 16. Describe ways that school and community policies promote health and safety; 22. Discuss situations when it is necessary to seek assistance for the health and safety of self and others; 23. Identify routine safety and health-related situations; 24. Discuss situations when support is needed in making safety and health-related decisions; 26. Discuss various options to safety and health-related issues or problems; 27. Discuss possible consequences of choices when making safety and health-related decisions; 28. Identify outcomes for various safety, healthy and unhealthy decisions;</p> <p>Lesson: Chapter 6 (Violence and Injury Prevention)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Indoor Safety • Safety on the go • Safe in wind and weather • Staying safe around people • Staying safe from violence • Emergencies • How to give first aid
UNIT 7-8		

<p>Quarter 4 3 Days</p>	<p>Drugs and Disease Prevention</p>	<p>Standards: 1. Identify links between healthy choices and personal health; 2. Define life skills that improve health and wellness; 7. describe how health can be affected by school and community environments; 11. Describe ways family and culture influence personal health practices and behaviors; 12. Describe ways that peers influence behavior; 13. Explain ways the school can support personal health practices and behaviors; 14. Discuss ways the media can influence thoughts, feelings, and health behaviors; 15. Identify types of technology that influence personal health; 16. Describe ways that school and community policies promote health and safety; 17. Give examples of valid health information, products, and services; 18. Identify resources available at home, school, tribe, and community that provide valid health information; 20. Identify verbal and nonverbal refusal skills 31. Describe practices of healthy behaviors toward self and others; 32. Discuss reasons for responsible personal health behaviors; 33. Identify healthy and unhealthy behaviors; 34. Share accurate information about a health issue; 35. Encourage peers to make positive health choices;</p> <p>Lesson: Chapter 7 (Drugs and Disease Prevention) Discussion:</p> <ul style="list-style-type: none"> • Using medicine safely • Alcohol • Tobacco • Other Drugs
<p>Quarter 4 3 Days</p>	<p>Communicable and Chronic Diseases</p>	<p>Standards: 1. Identify links between healthy choices and personal health; 2. Define life skills that improve health and wellness; 5. Explain the difference between childhood communicable and non-communicable diseases; 6. Identify the potential sources of environmental factors that affect health; 7. describe how health can be affected by school and community environments; 8. Identify common childhood health problems; 9. Identify situations that require health care;</p> <p>Lesson: Chapter 8 (Communicable and Chronic Diseases) Discussion:</p> <ul style="list-style-type: none"> • Diseases that spread • Fighting disease • Chronic diseases
<p>UNIT 9/10</p>		
<p>Final Lesson 1 Day</p>	<p>Community and Environmental Health</p>	<p>Standards: 1. Identify links between healthy choices and personal health; 2. Define life skills that improve health and wellness; 4. Describe various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 6. Identify the potential sources of environmental factors that affect health; 16. Describe ways that school and</p>

		<p>community policies promote health and safety; 19. Express ways to show respect for self and others, including those of traditional and contemporary American Indian cultures and practices; 22. Discuss situations when it is necessary to seek assistance for the health and safety of self and others; 36. Discuss health messages and communication techniques.</p> <p>Lesson: Chapter 9/10 (Community and Environmental Health)</p> <p>Discussion:</p> <ul style="list-style-type: none">• Being a health-wise consumer• Community health helpers• Be an active community member• Your Environment• Protecting the environment
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Frenchtown School District
Health- 4th Grade
Every 4th day of instruction will be a Health Lesson

Course Overview: 4th Grade Health classes focus on mental and emotional health while understanding the body systems and identifying how nutrition plays a role in your life. Also, 4th grade health discuss how to stay safe from drugs, tobacco and alcohol while focusing on healthy choices.

Special Education Resources:

Quarter Taught 1 day = 45 min.	Topic	Objective
UNIT 1-2		
UNIT 1-2		
Quarter 1 3 Days	Mental and Emotional Health	<p>Standards:</p> <p>1. Identify life skills that improve health and wellness; 4. Describe risky behaviors and their potential consequences; . Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 19. Demonstrate ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices; . Identify reasons to use refusal skills to avoid or reduce health risks; 21. Identify strategies to control angry feelings; 27. Create a list of positive and negative outcomes related to various safety and health-related decisions;</p> <p>Lesson: Chapter 1 (Mental and Emotional Health Discussion:</p> <ul style="list-style-type: none"> • Plan for good health • Good character and your health • Responsible Decisions • You Self-Concepts • Express Emotions • Reducing Stress
Quarter 1	Family and Social Health	Standards:

3 Days		<p>7. Describe the potential sources of environmental factors that affect health; 12. Discuss ways that peers influence behavior; 13. Identify how the school, tribe, and community can support personal health practices and behaviors; 14. Discuss why the media influences thoughts, feelings, and health behaviors; . Identify ways technology can influence personal health; 22. Describe reasons for seeking assistance to enhance the health and safety of self and others; 23. Discuss options of what to do in potential safety and health-risk situations; 24. Identify situations when assistance I s needed to make safety and health-related decisions; . Identify positive alternatives to resolving safety and health-related issues or problems; 26. Explain possible consequences of health-related decisions;</p> <p>Lesson: Chapter 2 (Family and Social Health)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Your relationships • Managing your emotions • How a healthy family functions • How Families Change • Healthful Friendships • When other are unkind
UNIT 3-4		
Quarter 2 3 Days	Growth and development	Standards: 6. Describe how universal precautions and other hygienic practices reduce the risk for contracting disease; Lesson: Chapter 3 (Growth and development) Discussion: <ul style="list-style-type: none"> • Your body system • Bones, muscles, and skin • More body systems • The stages of the life cycle • Your future Growth
Quarter 2 3 Days	Nutrition	Standards: 1. Identify life skills that improve health and wellness; 2. Discuss healthy and unhealthy behaviors and their effect on health; 28. Discuss reasons for setting personal health goals; 29. Discuss personal health goal-setting and the resources that can assist in achieving goals; . Discuss practices of healthy behaviors toward self and others; 31. Identify responsible personal health behaviors; 32. Explain personal health practices and behaviors that maintain or improve personal health; 33. Discuss reasons for healthy behaviors that avoid or reduce health risks; Lesson: Chapter 4 (Nutrition)

		<p>Discussion:</p> <ul style="list-style-type: none"> • Getting the nutrients your body needs • Making healthful food choices • Food labels • Eating healthful meals and snacks • Prevent foodborne illness • A healthful weight
UNIT 5-6		
<p>Quarter 3</p> <p>3 Days</p>	<p>Personal Health and Physical Activity</p>	<p>Standards:</p> <p>1. Identify life skills that improve health and wellness; 2. Discuss healthy and unhealthy behaviors and their effect on health; 8. Discuss practices for safe school and community environments; 9. Describe common childhood health problems and potential treatments; describe when it is important to seek health care; . Discuss the structure and function of each of the following major systems: circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous; 19. Demonstrate ways to communicate care, consideration, and respect of self and others, including those of traditional and contemporary American Indian cultures and practices; . Identify reasons to use refusal skills to avoid or reduce health risks; 21. Identify strategies to control angry feelings; 27. Create a list of positive and negative outcomes related to various safety and health-related decisions; 28. Discuss reasons for setting personal health goals; 34. Discuss accurate information about a health issue; . Discuss ways that encourage others to make positive health choices; and 36. Compare and contrast health messages and communication techniques.</p> <p>Lesson: Chapter 5 (Personal Health and Physical Activity)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Take care of your health • Take care of your teeth • Good grooming • Be physically active • Be physically fit • Set up a personal fitness plan • Be fair and be safe
<p>Quarter 3</p> <p>3 Days</p>	<p>Violence and injury prevention</p>	<p>Standards:</p> <p>8. Discuss practices for safe school and community environments;</p> <p>Lesson: Chapter 6 (Violence and injury prevention)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Safety at home and school • Being safe outdoors

		<ul style="list-style-type: none"> • Ride safely • Being safe from violence • Being safe from gangs • How to handle an emergency • First aid skills
UNIT 7-8		
Quarter 4 3 Days	Alcohol, Tobacco, and other Drugs	Standards: 2. Discuss healthy and unhealthy behaviors and their effect on health; 3. Identify personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention and stress management, including traditional and contemporary strategies from American Indian cultures; 4. Describe risky behaviors and their potential consequences; . Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 8. Discuss practices for safe school and community environments; 12. Discuss ways that peers influence behavior; 13. Identify how the school, tribe, and community can support personal health practices and behaviors; 14. Discuss why the media influences thoughts, feelings, and health behaviors; . Identify ways technology can influence personal health; Lesson: Chapter 7 (Alcohol, Tobacco, and other Drugs) Discussion: <ul style="list-style-type: none"> • Safe drug use • Alcohol and health • Tobacco and health • Drug abuse • Stay drug free
Quarter 4 3 Days	Communicable and Chronic Diseases	Standards: 4. Describe risky behaviors and their potential consequences; . Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 6. Describe how universal precautions and other hygienic practices reduce the risk for contracting disease; 8. Discuss practices for safe school and community environments; 16. Discuss ways that school and community policies promote health, safety, and disease prevention; 17. Identify qualities of valid health information, products, and services; Lesson: Chapter 8 (Communicable and Chronic Diseases)

		<p>Discussion:</p> <ul style="list-style-type: none"> • Diseases that spread • The body's defenses • Treating disease • Chronic diseases • Heart disease • Cancer
<p>UNIT 9/10</p>		
<p>Final Lesson</p> <p>1 Day</p>	<p>Consumer and community health/ Environmental Health</p>	<p>Standards:</p> <p>4. Describe risky behaviors and their potential consequences; . Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices;</p> <p>9. Describe common childhood health problems and potential treatments; describe when it is important to seek health care; . Discuss the structure and function of each of the following major systems: circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous;</p> <p>11. Explain ways family and culture influence personal health practices and behaviors;</p> <p>16. Discuss ways that school and community policies promote health, safety, and disease prevention; 17. Identify qualities of valid health information, products, and services;</p> <p>Lesson: Chapter 9/10 (Consumer and community health/ Environmental Health)</p> <p>Discussion:</p> <ul style="list-style-type: none"> • Consumers and advertising • Wise buys • Community health care • A healthful environment • Reduce pollution • Conservation resources

Frenchtown School District
Health- 5th Grade
Every 4th day of instruction will be a Health Lesson

Course Overview: 5th Grade health classes focus on whole body wellness, including nutritional, social and mental wellbeing. In 5th grade, there is a more in depth look at the body’s major organ systems, how nutritional and physical health affects the body as a whole. Social health focuses on relationships amongst peers, how to say no to drugs and how to de-escalate family and peer related conflicts.

Special Education Resources:

Quarter Taught 1 day = 45 min.	Topic	Objective
UNIT 1-2		
Unit 1-2		
Quarter 1 3 Days	Mental and Emotional Health	Standards: 2. Describe personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures; 4. Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices; 12. Identify how peers can influence healthy and unhealthy behaviors; 15. Discuss ways that technology can influence personal health; 17. Identify characteristics of valid health information, products, and services; 20. Use refusal skills that avoid or reduce health risks; 21. Use nonviolent strategies to manage or resolve conflict; Lesson: Chapter 1 (Mental and Emotional Health) Discussion: <ul style="list-style-type: none"> • What are health and wellness • Your personality and character • Your emotions • Take charge of your health • Managing stress
Quarter 1	Family and Social Health	Standards: 4. Identify examples of physical, mental, emotional, family, and social health, including those of

3 Days		<p>traditional and contemporary American Indian cultures and practices; 7. Describe ways in which safe and healthy school and community environments can promote personal health; 11. Examine how family and culture influence personal health practices and behaviors; 12. Identify how peers can influence healthy and unhealthy behaviors; 13. Describe how the school, tribe, and community can support personal health practices and behaviors; 14. Explain how media influences thoughts, feelings, and health behaviors; 18. Locate resources from home, school, tribe, and community that provide valid health information; 19. Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices; 21. Use nonviolent strategies to manage or resolve conflict; 22. Discuss how to ask for assistance to enhance the health and safety of self and others;</p> <p>Lesson: Chapter 2 (Family and Social Health) Discussion:</p> <ul style="list-style-type: none"> • Your social health • Communication in relationships • When conflict occurs • Health in the family • Facing family challenges • Among friends • Facing challenges in relationships
UNIT 3-4		
Quarter 2 3 Days	Growth and Development	<p>Standards: 10. Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system;</p> <p>Lesson: Chapter 3 (Growth and Development) Discussion:</p> <ul style="list-style-type: none"> • Your heart and lungs • More body systems • The stages of life • You are unique
Quarter 2 3 Days	Community and Environmental Health	<p>Standards: 1. Explain the relationship between health behaviors and personal health; 6. Discuss ways environmental factors affect health; 9. Give examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits; 15. Discuss ways that technology can influence personal health;</p> <p>Lesson: Chapter 4 (Community and Environmental Health) Discussion:</p> <ul style="list-style-type: none"> • What smart consumers know • Help consumers • Planning a healthful community

		<ul style="list-style-type: none"> • Career in health and fitness • Your environment • Protect water and land • Conservation • A positive environment
UNIT 5-6		
Quarter 3 3 Days	Nutrition	Standards: 2. Describe personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures; 15. Discuss ways that technology can influence personal health; 17. Identify characteristics of valid health information, products, and services; 23. Identify health-related situations that might require thoughtful decisions; 28. Set a personal health goal and track progress toward its achievement; 29. Identify resources to assist in achieving a personal health goal; Lesson: Chapter 5 (Nutrition) Discussion: <ul style="list-style-type: none"> • Your basic nutritional needs • Aim for a balanced diet • Food that's safe to eat • Your weight manager
Quarter 3 3 Days	Personal Health and Safety	Standards: 3. Identify potential consequences of engaging in risky behaviors; 5. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases; 8. Describe ways to prevent and treat common childhood injuries and health problems; 10. Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system; 28. Set a personal health goal and track progress toward its achievement; 29. Identify resources to assist in achieving a personal health goal; Lesson: Chapter 6 (Personal Health and Safety) Discussion: <ul style="list-style-type: none"> • Caring for your body • Your teeth, eyes and ears • The benefits of physical activity • A balanced workout • Play it safe
UNIT 7-8		

<p>Quarter 4 3 Days</p>	<p>Violence and Injury Prevention</p>	<p>Standards: 3. Identify potential consequences of engaging in risky behaviors; 6. Discuss ways environmental factors affect health; 8. Describe ways to prevent and treat common childhood injuries and health problems; 12. Identify how peers can influence healthy and unhealthy behaviors; 14. Explain how media influences thoughts, feelings, and health behaviors; 20. Use refusal skills that avoid or reduce health risks; 21. Use nonviolent strategies to manage or resolve conflict;</p> <p>Lesson: Chapter 7 (Violence and Injury Prevention) Discussion:</p> <ul style="list-style-type: none"> • Keep safe indoors • Keep safe outdoors • How to handle emergencies • Facts on first aid • Stay violence free • Steering clear of gangs
<p>Quarter 4 3 Days</p>	<p>Drugs and Disease Prevention</p>	<p>Standards: 2. Describe personal health enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures; 3. Identify potential consequences of engaging in risky behaviors; 7. Describe ways in which safe and healthy school and community environments can promote personal health; 12. Identify how peers can influence healthy and unhealthy behaviors; 14. Explain how media influences thoughts, feelings, and health behaviors; 15. Discuss ways that technology can influence personal health; 20. Use refusal skills that avoid or reduce health risks; 20. Use refusal skills that avoid or reduce health risks;</p> <p>Lesson: Chapter 8 (Drugs and Disease Prevention) Discussion:</p> <ul style="list-style-type: none"> • Drugs and your health • Alcohol and health • Tobacco and health • Other drugs to avoid • When someone abuses drugs • Resisting pressure
<p>UNIT 9/10</p>		
<p>Final Lesson 1 Day</p>	<p>Communicable and Chronic Diseases</p>	<p>Standards: 1. Explain the relationship between health behaviors and personal health; 5. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases; 6. Discuss ways environmental factors affect health; 7. Describe ways in which safe and healthy school and community environments can promote personal health; 8. Describe ways to prevent and treat common childhood injuries and health problems; 9. Give</p>

		<p>examples of health care and their benefits, including the unique issues regarding American Indians and health care benefits; 17. Identify characteristics of valid health information, products, and services; 23. Identify health-related situations that might require thoughtful decisions;</p> <p>Lesson: Chapter 9 (Communicable and Chronic Disease)</p> <p>Discussion:</p> <ul style="list-style-type: none">• Communicable Diseases• How your body fights infection• Signs of illness• Chronic disease and the heart• Chronic disease: cancer• Other chronic diseases
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**Frenchtown School District
Health - 6th Grade**

Course Overview: 6th Grade Health is designed to build upon skills that were learned in the Elementary and Intermediate health classes. Students are beginning to enter the adolescence stage of life, and with this becomes more conflict at school with peer groups. It is important that students understand ways to positively deal with conflict, so we discuss conflict resolution skills. Personal health care also becomes more of an important topic during this time, so students learn about different ways to take care of themselves.

Special Education Resources:

Quarter Taught	Topic	Objective
1 day = 45 min.		
UNIT 1: Conflict Resolution		
Standards Found in Unit 1: 6-8 HS-1, 6-8 HS-2, 6-8 HS-4, 6-8 HS-5, 6-8 HS-7, 6-8 HS-15, 6-8 HS-16, 6-8 HS-25, 6-8 HS-26, 6-8 HS-27, 6-8 HS-31, 6-8 HS-40, 6-8 HS-41		
Quarter 2 1 day	Conflict Resolution	<ul style="list-style-type: none"> ● Discuss ways conflicts can be dealt with in a positive way. ● Understand why a conflict is caused. ● Common conflicts for teens.
Quarter 2 1 day	The Nature of Conflicts	<ul style="list-style-type: none"> ● Learn how to recognize conflicts early in order to resolve them easier. ● Discuss anger management techniques. ● Handle feelings of jealousy. ● Know how peer pressure can cause a conflict to escalate. ● Determine how to control conflicts.
Quarter 2 1 day	Conflict Resolution Skills	<ul style="list-style-type: none"> ● Deal with conflicts in constructive ways. ● Solve a disagreement that satisfies everyone involved. ● Avoid letting emotions keep you from trying different solutions to problems. ● Describe the process of negotiation. ● Explain the difference between a compromise and a win-win situation.

Quarter 2 1 day	Peer Mediation	<ul style="list-style-type: none"> ● Provide a solution that is acceptable to both parties. ● Determine when you might need a mediator. ● Explain how a mediator helps people in a conflict find a solution.
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Quarter Taught	Topic	Objective
1 day = 45 min.		

UNIT 2: Personal Health Care

Standards Found in Unit 2: 6-8 HS-1, 6-8 HS-3, 6-8 HS-6, 6-8 HS-11, 6-8 HS-21, 6-8 HS-23, 6-8 HS-24, 6-8 HS-25, 6-8 HS-33, 6-8 HS-39, 6-8 HS-44

Quarter 2 1 day	Personal Hygiene and Consumer Choices	<ul style="list-style-type: none"> ● Know how to maintain good hygiene as well as be a smart consumer. ● Know how to eliminate body odor. ● Identify steps to improve the appearance of your nails. ● Explain how having good hygiene can improve your confidence. ● Understand what you are buying. ● Name qualities that smart shoppers use to compare products.
Quarter 2 1 day	Taking Care of Your Skin and Hair	<ul style="list-style-type: none"> ● Know why caring for your skin and hair is important for your overall health. ● Name two ways to care for your skin. ● Name the three layers of the skin. ● Describe functions of the sweat glands. ● Know how to protect yourself from UV rays, and reduce your skin for skin cancer. ● List ways to take care of hair.
Quarter 2 1 day	Caring for Your Mouth and Teeth	<ul style="list-style-type: none"> ● Know the functions of your teeth. ● Know how tartar forms. ● Explain what can happen if tooth decay goes untreated. ● List steps you can take to help keep teeth healthy.

Quarter 2 1 day	Protecting Your Eyes and Ears	<ul style="list-style-type: none">● Explain the two most common vision problems.● Know why it is important to protect your eyes while in the sun.● Identify what an optometrist checks during a yearly exam.● Name the part of the ear responsible for its two main functions.● Identify a common way that people with hearing loss can communicate.● Identify the decibel level at which hearing damage may occur.
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**Frenchtown School District
6th Physical Education**

Course Overview:

Frenchtown 6th Grade Health & PE classes are designed to introduce a variety of PE games and activities. Because 6th grade has class 2-3 times per week, the units are shorter and briefly introduce the topic that will be expanded on during their time in 7th and 8th grade. The objective of these games and activities is to improve awareness and promote lifelong fitness that students can do well after their time at Frenchtown Middle School. The activities will encourage teamwork, communication, good sportsmanship, and confidence which will contribute to overall health and wellbeing. There will be a mixture of team games and individual/pair activities.

Special Education Resources:

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 1: Croquet		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS 17		
Quarter 1 1 day	Lesson 1: Introduction and rules of Croquet	Students will have a basic understanding of how to operate around the croquet course and be able to follow the rules for fair and competitive play.
Quarter 1 4 days	Lesson 2: Croquet gameplay	Manage your way around the course with peers playing by the rules, and holding each other accountable for proper etiquette and game play. Students will demonstrate the ability to strike the croquet ball with the mallet.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 2: Cornhole		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS 17		
Quarter 1 1 day	Lesson 1: Review of rules and scoring system	Review of how to correctly throw bags, and keep score.
Quarter 1 2 days	Lesson 2: Round robin style gameplay	Students play teams at random to practice correct technique (forehand, underhand toss) and scorekeeping ability.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 3: Ladder ball/Washer Toss		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-24		
Quarter 1 1 day	Lesson 1: Overview of rules for both Ladder ball and Washer toss	Learn how to accurately keep score for both games.
Quarter 1 4 days	Lesson 2: Gameplay	Demonstrating the ability to keep score during gameplay for both games. Proper throwing

		technique will be demonstrated.
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Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 4: Crossnet		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS-17		
Quarter 1 1 day	Lesson 1: Learn how to set up the crossnets, rules of the game	Gain knowledge on different types of volleyball hits to be used during crossnet, and have the ability to set up/take down nets properly.
Quarter 1 4 days	Lesson 2: Gameplay	Demonstrate bump/set/spike technique during gameplay.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 5: Soccer		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 1 1 day	Lesson 1: Dribbling/Passing	Show the basic skills of dribbling the soccer ball down the field while running, passing the ball to a stationary teammate, and passing the ball to a moving target.
Quarter 1	Lesson 2: Soccer Games	Implement rules and regulations learned into an

2 days		actual game while holding others accountable.
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Quarter Taught	Topic	Objective
1 day = 55 minutes		
UNIT 6: Rampshot		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS 17		
Quarter 1 1 day	Lesson 1: Rules and regulations of Rampshot	Discuss the rules of Rampshot so that students will have the ability to play the game properly.
Quarter 1 4 days	Lesson 2: Rampshot Round Robin	Apply rules and regulations to actual gameplay. The ability to catch an object in motion, and overhand toss technique will be displayed.

Quarter Taught	Topic	Objective
1 day = 55 minutes		
UNIT 7: Moonball & Mile Run		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 1 1 day	Lesson 1: Introduction to Moonball	Learn the rules in order to play correctly.
Quarter 1 3 days	Lesson 2: Moonball	Work together as a team while competing against the other team while following the rules of the game. Students will demonstrate the ability to

		perform an overhand throw, and to strike (with a bat) or kick a ball.
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Quarter Taught	Topic	Objective
1 day = 55 minutes		
UNIT 8: KanJam		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS-24		
Quarter 1 1 day	Lesson 1: Rules and objectives of KanJam	Have the understanding to properly keep score and know the different point values of KanJam in order to play the game correctly.
Quarter 1 1 day	Lesson 2: KanJam	Compete against other students while following the rules of the game. Proper frisbee throwing technique (forehand) and catching a frisbee will be shown.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 9: Sauce Kit		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16		
Quarter 1	Lesson 1: Rules and regulations of Sauce Kit	Develop an understanding of how to keep score and the flow of the activity.
Quarter 1	Lesson 2: Gameplay	Have the ability to use a variety of passes with the

		hockey puck (on the ground, through the air) to score points for your team while following the rules of the game.
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Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 10: Tchoukball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 2	Lesson 1: Tchoukball Background and Rules	Gain knowledge about the origins of Tchoukball and be able to understand the rules of the game.
Quarter 2	Lesson 2: Tchoukball Games	Demonstrate throwing/catching ability while in motion, and holding other teammates accountable for their play. Students will play by the rules, and expect others to do the same.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 11: Volleyball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 2 1 day	Lesson 1: Skill review - bump/set	The ability to bump and set the ball numerous times in a row with a partner or in a group setting will be displayed.
Quarter 2	Lesson 2: Skill review -	The ability to perform the proper footwork when

1 day	spike/serve	performing a spike, and the ability to underhand/overhand serve a volleyball over the net three out of five times.
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 12: Pickleball

Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18

Quarter 2 1 day	Lesson 1: Rules and techniques of Pickleball	Describe the rules of Pickleball—what the “kitchen” is, which team can score on a serve, how many points a team needs to win, etc.
Quarter 2 1 day	Lesson 2: Practice serves and forehand/backhand techniques	Be able to perform a cross-court (diagonal) serve, and execute forehand and backhand techniques that will translate into gameplay.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 13: Floor Hockey/PACER Test

Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-5, 6-8 PS-18, 6-8 PS-24

Quarter 2 1 day	Lesson 1: Floor Hockey rules/gameplay	Students will be able to explain the rules of hockey, and demonstrate the ability to perform basic passes while keeping their hockey stick low to the ground, and being able to score a goal while keeping the stick low to the ground.
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Quarter 2 3 days	Lesson 2: Floor Hockey games	Use the passing and scoring techniques in a game setting.
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 14: Basketball

Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18

Quarter 3 1 day	Lesson 1: Introduction to basketball - dribbling drills, knockout	Students will be able to dribble waist high with both hands first stationary, then while walking, then while running demonstrating proper technique (using fingertips, waist high, head up).
Quarter 3 1 day	Lesson 2: Review dribbling, go over shooting technique and layup form	The ability to shoot properly from different spots on the court, and demonstrate proper layup form in layup lines will be executed.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 15: Nitroball

Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-5, 6-8 PS-11, 6-8 PS-17

Quarter 3 1 day	Lesson 1: Rules and gameplay of Nitroball	Students will gain an understanding of how to play Nitroball and be able to perform volleyball hits (bump/set/spike) to get the ball over the net.
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Quarter 3 4 days	Lesson 2: Nitroball gameplay	Using volleyball hits to participate in nitroball gameplay. Students will be able to explain the difference between volleyball and nitroball.
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 16: Dodgeball

Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-18, 6-8 PS-24

Quarter 3 1 day	Lesson 1: Prisonball	Students will be able to overhand throw a dodgeball to get the other team members out. They get back in the game by catching a ball thrown by their teammates.
Quarter 3 1 day	Lesson 2: Dr. Dodgeball	Students will be able to overhand throw a dodgeball to get the other team members out. They get back in the game by having the "Dr." touch them when they are out.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 17: Ping Pong

Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-19, 6-8 PS-23

Quarter 3 1 day	Lesson 1: Ping Pong Intro and rules	Students will learn how to keep score, how to play doubles, and singles matches. They will be shown how to hit a forehand, backhand shot, and a serve.
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Quarter 3 2 days	Lesson 2: Ping Pong Singles	Students will be able to perform a forehand and backhand stroke, as well as a serve. They will be able to keep score
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 18: Yoga/Dance

Standards Found in Unit: 6-8 PS-1, 6-8 PS-2, 6-8 PS-7, 6-8 PS-8, 6-8 PS-12, 6-8 PS-13, 6-8 PS-20, 6-8 PS-22

Quarter 3 2 days	Lesson 1: Yoga	Students will follow along a Youtube video performing basic yoga poses, while learning about how stretching and yoga can be beneficial to overall health.
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Quarter 3 2 days	Lesson 2: Dance	Students will follow along a Youtube video learning a hip-hop dance. They are expected to participate to the best of their ability while following along, and understanding that not everyone will be able to dance at the same ability.
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 19: Badminton

Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-17

Quarter 3 1 day	Lesson 1: Badminton rules and regulations	Understanding the rules of badminton, and the differences between badminton/pickleball and
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		other racquet sports.
Quarter 3 1 day	Lesson 2: Round robin badminton games	Be able to use previous knowledge of racquet sports to perform a forehand strike, backhand strike, and serve while being a good teammate.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 20: Lacrosse

Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-16, 6-8 PS-17, 6-8 PS-21

Quarter 3 1 day	Lesson 1: Rules and background of Lacrosse	Students will gain an understanding of the background of Lacrosse - including the two ball game that old Native American tribes used to play. Being aware of your surroundings to ensure everyone's safety is imperative during lacrosse.
Quarter 3 1 day	Lesson 2: Throwing/catching the lacrosse ball	Students will be able to accurately throw a lacrosse ball to a stationary partner at first, then work on accurately throwing to a partner in motion. While one is throwing the other partner is concentrating on throwing, the other is focused on catching the ball in the net.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 21: Ultimate Frisbee

Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-24

Quarter 4 1 day	Lesson 1: Rules of Ultimate Frisbee	Students will gain an understanding of the rules of ultimate frisbee.
Quarter 4 1 day	Lesson 2: Practicing throwing/catching of frisbee	Students will expand on the activities that have already been done using a frisbee (KanJam). They will be able to perform a forehand throw, backhand throw, and catching the frisbee while in motion.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 22: Capture the Flag		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-19, 6-8 PS-24		
Quarter 4 2 days	Lesson 1: Capture the flag (rugby balls)	Use throwing/catching skills to get the rugby ball from one team's side of the field to the other.
Quarter 4 2 days	Lesson 2: Capture the flag (footballs)	Use throwing/catching skills to get the footballs from one team's side of the field to the other.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 23: Kickball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS 16, 6-8 PS-18		
Quarter 4	Lesson 1: Kickball	Demonstrate the ability to kick a ball in motion,

		and catch a ball in motion while working with your teammates.
Quarter 4	Lesson 2: Matball	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 24: Folf		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16		
Quarter 4	Lesson 1: Introduction to Folf	Students will gain knowledge of the rules of folf so that they may play in small groups. Understanding how to throw the folf disc (forehand/backhand drive, forehand/backhand mid, and putter throw).
Quarter 4	Lesson 2: Folf games	Students use their knowledge of the rules and how to throw the disc to compete against other classmates.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 25: Fitness		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-5, 6-8 PS-6, 6-8 PS-9, 6-8 PS-10, 6-8 PS-11, 6-8 PS-14, 6-8 PS-15, 6-8 PS-21		
Quarter 4	Lesson 1: Create-a-	Students will use their knowledge of fitness to

1 day	workout	create their own workout based on their fitness ability.
Quarter 4 1 day	Lesson 2: 800-Meter Dash	Run the 800-meter dash as quickly as they can, keeping proper running form.

Frenchtown School District

7th Grade P.E./ Health Enhancement

Curriculum

Curriculum Review Dates: 4/17/2022

Grade Level Overview/ Skill Focus Areas:

Frenchtown 7th Grade Health & PE classes are designed to introduce some new, and continue to develop a variety of activities to improve awareness and promote the lifelong fitness of each student. The activities will encourage teamwork, communication, good sportsmanship, and confidence which will contribute to overall health and wellbeing. There will be a mixture of team games and individual/pair activities. Frenchtown Students will be exposed to lifelong fitness activities, sports related movements and personal fitness concepts. Emphasis is placed on active participation and positive social interaction during activities. This course applies the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course. Students will also go through several weeks of health courses that will focus on certain aspects that pertain to a middle school aged student. Having this exposure for our students will help them learn about topics and reveal some of their inner traits that will help them learn about who they are as individuals, but will also help them take the step with becoming a more mature individual as well.

Special Education Resources:

Students that are placed in the resource setting will be put into a regular setting of physical education with their same aged peers. The educators in the PE department will have accommodations and modifications at the ready if a child is in need of them. Physical education teachers will also be in contact with the case manager to make sure that each resource students are meeting their specific goals (as needed), as well as learning how to play sports and recreational activities with their peers. Frenchtown Middle School PE staff want every student to have a great experience in physical education throughout the school year and their time at Frenchtown Middle School.

Quarters Taught 1-4	Topic: Physical Education	Objective: To teach students rules and regulations of games that one can perform after graduation from high school and throughout their lives
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UNIT 1: Lawn Games

Unit Description: Teaching Students rules and regulations of games that are usually played on lawns during family outings or when tailgating. The students will learn games such as;

- Corn Hole
- Can Jam
- Washers
- Ladder Golf
- Cross Net
- Sauce Kit
- Spike Ball

These games are a great way to compare and contrast various physical activities for their social benefit as well and as stated above to participate in a self-selected aerobic fitness activity(ies) and lifetime activities outside of the health enhancement class.

<p>Corn Hole</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 14 PS 16 PS 18</u></p>	<p>Lesson: Teach students the fundamentals of tossing bean bags. We will also teach students how to make the environment safe for one another as well. After that , we will teach the rules and regulations of Corn Hole. Play activity for three days. Tournament for the final two days</p>
<p>Can Jam</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 14 PS 16 PS 18</u></p>	<p>Lesson: Teach students the fundamentals of throwing a frisbee. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for Can Jam. Play for three days, tournament for the last two days.</p>
<p>Ladder Golf</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 14 PS 16 PS 18</u></p>	<p>Lesson: Teach students the fundamentals of throwing ladder balls. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing ladder golf. Play for three days and have a tournament for the final two days.</p>
<p>Washers</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 14 PS 16 PS 18</u></p>	<p>Lesson: Teach students the fundamentals of throwing washers. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing</p>

		washers. Play for three days and have a tournament for the final two days.
Spike Ball Number of Days: 5	<u>Standards: 6-8 PS 1</u> <u>PS 14 PS 16 PS 18</u>	Lesson: Teach students the fundamentals of playing spikeball. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing Spike Ball. Play for three days and have a tournament for the final two days.
Cross Net Number of Days: 5	<u>Standards: 6-8 PS 1</u> <u>PS 14 PS 16 PS 18</u>	Lesson: Teach students the fundamentals of bumping, setting, and spiking a volleyball. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing cross net. Play for five days and have them warm up by playing games that relate to cross net, such as spike ball but with a volleyball and hula hoop.

<p>Sauce Kit</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1</u> <u>PS 14 PS 16 PS 18</u></p>	<p>Lesson: Teach students the fundamentals of handling a hockey stick and how to perform a slap shot. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing Sauce Kit. Play for five days and have them warm up by playing games that relate to Sauce Kit, such as passing pucks back and forth and have games tied in with it.</p>
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Unit 2: School Affiliated Sports

Unit Description: For this unit, students will learn the rules of the sports that are happening when school is in session. These sports will include the following;

- Volleyball
- Soccer
- Basketball
- Flag Football
- Track and Field

With all these sports happening in different seasons throughout the school year, at teachers discretion, students will have the opportunity to participate in the school affiliated sports at the time the sport is taking place. This will expose students to sports they might be interested in participating in when entering high school.

<p>Volleyball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 5 PS 17 PS 18</u></p>	<p>Lessons: Teach students the rules and regulations of volleyball, as well as what technique students should use to perform certain tasks while playing volleyball, such as; bumping, setting, passing, and spiking. Students will start off the week by learning proper techniques to use and progress by participating in drills that focus on certain techniques of volleyball. Students will then progress to playing volleyball games where they will use the techniques they learned and work with their peers to play the game.</p>
<p>Soccer</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 5 PS 17 PS 18</u></p>	<p>Lessons: Teach students the rules and regulations of soccer, as well as what technique students should use to perform certain tasks while playing soccer, such as; passing and receiving a soccer ball, shooting at a goal (net), and how to block a shot as a goalie. Students will start off the week by learning proper techniques to use and progress by participating in drills that focus on certain techniques of soccer. Students will then progress to playing a soccer game where they will use the techniques they learned and work with their peers to play the game.</p>

<p>Basketball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 5 PS 17 PS 18</u></p>	<p>Lesson: Teach students the rules and regulations of basketball, as well as what technique students should use to perform certain tasks while playing basketball, such as; passing and receiving a basketball, shooting form (base, eyes, elbow, and follow through), and setting screens as well as rebounding. Students will start off the week by learning proper techniques to use and progress by participating in drills that focus on certain techniques of basketball. Students will then progress to playing basketball games where they will use the techniques they learned and work with their peers to play the game.</p>
<p>Flag Football</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 5 PS 17 PS 18</u></p>	<p>Lesson: Teach students the rules and regulations of flag football, as well as what technique students should use to perform certain tasks while playing flag football, such as; passing and receiving a football, learning how to play multiple positions in football and what certain techniques one should use if they decide to play a certain position.. Students will start off the week by learning proper techniques to use and progress by participating in drills that focus on certain techniques of football. Students will then progress to playing football games where they will use the techniques they learned and work with their peers to play the game.</p>

<p>Track and Field</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 5 PS 17 PS 18</u></p>	<p>Lesson: Teach students the rules and regulations each individual and team event for track and field, as well as what technique students should use to perform certain tasks while participating in the certain event they want to try for track and field, such as; jumping events, throwing events, sprints/ running events, and relays. Students will start off the week by learning proper techniques to use and progress by participating in drills that focus on certain events for track and field. Students will then progress to trying events that they are interested in during the track season and focus their individual talents on several events.</p>
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Unit 3: Racquet/ Paddle Games

Unit Description: For this unit, students will learn the rules and regulations of racquet/ paddle games. . These sports will include the following;

- Pickleball
- Badminton
- Eclipse Ball

At teachers discretion these games will be taught around the time winter hits (2nd/ 3rd quarter). These games will help students with hand-eye coordination and how to work on communication with a teammate to achieve the common goal of winning a game. These activities will also help students who might be interested to racquet games outside of school, such as; tennis, racquetball, etc...

<p>Badminton</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 9 PS 14 PS19</u></p>	<p>Lesson: Teach students the fundamentals of handling a badminton racquet and how to perform different hitting techniques with it, i.e. backhand/ forehand shots. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing badminton. Once students understand the rules and regulations of badminton we will have them play with partners for two to three days and then have a tournament for the last several days.</p>
<p>Pickleball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 9 PS 14 PS19</u></p>	<p>Lesson: Teach students the fundamentals of handling a pickleball racquet, we will build on what we learned from our badminton activity and apply the different hitting techniques with pickleball. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing pickleball. Once students understand the rules and regulations of pickleball we will have them play with partners for two to three days and then have a tournament for the last several days.</p>

<p>Eclipse Ball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 9 PS 14 PS19</u></p>	<p>Lesson: Building on what we learned from our previous racquet activities, we will apply the different hitting techniques with both pickleball and badminton. We will also teach students how to make the environment safe for one another as well. After that, we will teach rules and regulations for playing eclipseball. Once students understand the rules and regulations of eclipse ball we will have them play with teams and have them watch and observe how their peers play and work with other members of their team to find ways to be successful at this game.</p>
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Unit 4: IEFA (Indian Education For All)

Unit Description: In this unit, at teachers discretion, we will educate our students on some games and activities that were invented by previous Native American tribes. We will talk with our students about the tradition that these games bring with them and how important they were to the Native Americans that played and participated in these activities.

- Stick Ball
- Lacrosse
- Scream Run
- Field Hockey

<p>Stick Ball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 2 PS3 PS4 PS21 PS24</u></p>	<p>Lesson: Teach students the rules and regulations of stick ball and how to handle a lacrosse stick. Students will practice throwing and receiving a ball with their lacrosse stick. Once students have an understanding of how to handle a lacrosse stick safely, they will learn how to play stickball. Students will understand which native american tribe invented the game stick ball and what lessons the game was meant to teach. Students will understand how to keep one another and the environment safe when playing stick ball.</p>
<p>Lacrosse</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 2 PS3 PS4 PS21 PS24</u></p>	<p>Lesson: Build off of what students learned while playing stick ball and will be able to show how to properly handle a lacrosse stick. Students will then learn the rules and regulations of how to play lacrosse. Students will understand which native american tribe invented lacrosse and what lessons the game was meant to teach. Students will understand how to keep one another and the environment safe when playing lacrosse.</p>
<p>Scream Run</p> <p>Number of Days: 3</p>	<p><u>Standards: 6-8 PS 2 PS3 PS4 PS21 PS24:</u></p>	<p>Lesson: Scream run will be used as a warm-up activity to the games of lacrosse and stick ball. Students will understand which native american tribe invented scream run. Students will have an understanding the reasoning of why native american tribe(s) performed the scream run. After students understand how to properly do the scream run they will perform it several times before doing the activity chosen.</p>

<p>Field Hockey</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 2 PS3 PS4 PS21 PS24</u></p>	<p>Lesson: Teach students the rules and regulations of field hockey and how to handle a hockey stick. Students will practice passing and receiving a ball with their hockey stick. Once students have an understanding of how to handle a hockey stick safely, they will learn how to play field hockey. Students will understand which native american tribe invented the game and what lessons the game was meant to teach. Students will understand how to keep one another and the environment safe when playing field hockey.</p>
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Unit 5: Body Movement/ Dance

Unit Description: This unit will consist of three major components

- Dance
- Yoga
- Body Weight Workouts

These activities will be performed more so on early out days and will have students focus on their body control as well as exposing them to life long activities that they can do after they are done with school.

<p>Dance</p> <p>Number of Days: 5+</p>	<p><u>Standards: 6-8 PS 4 PS 7 PS 9 PS 12 PS 13 PS 15 PS 16 PS 17 PS 22</u></p>	<p>Lesson: Students will learn various movements and dances throughout the year and will learn how to perform movements by learning from videos found by teachers. Dances techniques and movements will be tailored to the individual student.</p>
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<p>Yoga</p> <p>Number of Days: 5+</p>	<p><u>Standards: 6-8 PS 4 PS 7 PS 9 PS 12 PS 13 PS 15 PS 16 PS 17 PS 22</u></p>	<p>Lesson: Students will learn various movements and yoga poses throughout the year and will learn how to perform movements by learning from videos found by teachers. yoga techniques and movements will be tailored to the individual student.</p>
<p>Body Weight Workout</p> <p>Number of Days: 5+</p>	<p><u>Standards: 6-8 PS 4 PS 7 PS 9 PS 12 PS 13 PS 15 PS 16 PS 17 PS 22</u></p>	<p>Lesson: Students will learn various movements and exercises that will work different muscle groups in the body. Exercises will be chosen by the teacher and will focus on a total body workout, meaning that both lower and upper body muscles will be worked during this activity.</p>

Unit 6: Kickball

Unit Description: In this unit, students will use certain motor skills to play kickball type games. The games that will be played are as follows below.

- Kickball
- Choiceball
- Norwegian Kickball
- Longball
- Six Base

Students will also understand the rules and regulations for baseball/ softball while participating in this unit.

<p>Kickball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 14 PS 16 PS 23</u></p>	<p>Lesson: Teach students the rules and regulations of kickball, from previous activities done prior to this unit, students should have an understanding on how to kick, catch, and throw. Students will play kickball where they will work with their peers to play the game.</p>
<p>Choiceball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 14 PS 16 PS 23</u></p>	<p>Lesson: Teach students the rules and regulations of choice ball, students will learn how to handle a light baseball bat or a cricket mallet before playing choice ball. Once students understand how to handle both items safely they will begin the activity of choice ball. Students will work with their peers to play the game.</p>
<p>Norwegian Kickball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 14 PS 16 PS 23</u></p>	<p>Lesson: Teach students the rules and regulations of Norwegian Kickball. Explain to students how to keep themselves and the environment safe. Once students understand the rules of Norwegian Kickball, they will work with peers to play against an opposing team.</p>
<p>Long Ball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 14 PS 16 PS 23</u></p>	<p>Lesson: Teach students the rules and regulations of Longball. Explain to students how to keep themselves and the environment safe. Once students understand the rules of Longball, they will work with peers to play against an opposing team.</p>

<p>Six Base</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 5 PS 14 PS 16 PS 23</u></p>	<p>Lesson: Teach students the rules and regulations of Six Base. Explain to students how to keep themselves and the environment safe. Once students understand the rules of Six Base, they will work with peers to play against an opposing team.</p>
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Unit 7: Team Based Games

Unit Description: In this Unit, based on teacher discretion, students will have activities taught throughout the school year. These activities will teach kids on how to work as a team to achieve a common goal and try to win games they play against an opposing team. Activities and games are as followed below;

- Tchoukball
- Speedball
- Container ball
- Capture the flag

<p>Tchoukball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 10 PS 14 PS 17 PS 23</u></p>	<p>Lesson: Students will learn the rules and regulations of tchoukball. Building off skills learned in prior games, students will learn how to pass and receive the tchoukball as well as to shoot on the net. Once students have a strong grasp of how to play the game they will participate with teams and play several games of tchoukball against opposing teams. Students will then work with team members to move the ball around and get a clear shot on the net. Students will also learn how to defend other players and block shots on net.</p>
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<p>Speedball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 10 PS 14 PS 17 PS 23</u></p>	<p>Lesson: Students will learn the rules and regulations of speedball. Building off skills learned in prior games, students will learn how to pass and receive a dodgeball as well as to shoot on the net. Once students have a strong grasp of how to play the game they will participate with teams and play several games of tchoukball against opposing teams. Students will then work as a team to move the dodgeball by passing, receiving, and taking shots on net while learning how to defend opposing team players and resist them from scoring.</p>
<p>Container Ball</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 10 PS 14 PS 17 PS 23</u></p>	<p>Lesson: Students will learn the rules and regulations of Container Ball. Building off skills learned in prior games, students will learn how to pass and receive a dodgeball as well as to shoot on the box. Once students have a strong grasp of how to play the game they will participate with teams and play several games of Container Ball against opposing teams. Students will then work as a team to find strategies to get as many dodgeballs in the container. Students will also learn how to defend a container and what they can and cannot do.</p>

<p>Capture the Flag</p> <p>Number of Days: 5</p>	<p><u>Standards: 6-8 PS 1 PS 4 PS 10 PS 14 PS 17 PS 23</u></p>	<p>Lesson: Students will learn the rules and regulations of Capture the Flag. Building off skills learned in prior games, students will learn how to chase and tag their peers. Once students have a strong grasp of how to play the game they will participate with teams and play several games of Capture the flag against opposing teams. Students will then work as a team to find strategies to get all of their flags back to base safely. Students will also learn how to defend their flags and what they can and cannot do as defenders.</p>
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7th Grade Health

<p>Quarters Taught 2&3</p>	<p>Topic: Health Enhancement</p>	<p>Objective: To teach students aspects of health topics that are important for this age group. Students will grasp the knowledge of topics being taught and use knowledge and implement it in everyday living.</p>
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Unit 1: Social Health

Unit Description: Students will go through several lessons that discuss what social health is, how it is identified, and how to implement it in everyday living. The lessons the students will learn are as follows below.

- Building Character
- Practicing Communication Skills
- Family Relationships
- Peer Relationships

<p>Building Character</p> <p>Number of Days: 1</p>	<p><u>Standards: 6-8 PS 1 PS 6 PS 15 PS 22 PS 26 PS 30 PS 35 PS 40</u></p>	<p>Lesson: Students will have to define, explain, and identify traits of what character is, how it contributes to physical, mental/emotional and social health, as well where a student can demonstrate good character. Students will also think critically of situations where people demonstrate character and when they do not.</p>
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**Practicing
Communication
Skills**

**Number of Days:
1**

**Standards: 6-8 PS
25 PS 28 PS 39 PS
43 PS 44**

Lesson: Students will be able to define what communication is as well as explain what some forms of communication mean in certain situations as well and demonstrate how to use proper communication with peers and adults.

Family Relationships

Number of Days:

1

Standards: PS 13
PS 17 PS 19 PS 25
PS 28 PS 29

Lesson: Students will define what family relationships are and how some are different from others. Students will be able to identify strategies to form strong bonds with families, as well as comparing and contrasting examples of family relationships.

<p>Peer Relationship</p> <p>Number of Days: 1</p>	<p><u>Standards: PS 13</u> <u>PS 17 PS 19 PS 25</u> <u>PS 28 PS 29</u></p>	<p>Lesson: Students will be able to define and identify factors that make peer relationships healthy. Students will be able to compare and contrast different examples of positive peer relationships as well as negative peer relationships.</p>
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Unit 2: Emotional Health

Unit Description: In this Unit, students will go through several lessons that discuss what emotional health is, how it is identified, and how to implement it in everyday living. The lessons the students will learn are as follows below.

- Your Mental and Emotional Health
- Understanding your Emotions
- Managing Stress
- Coping with Loss

<p>Mental and Emotional Health</p> <p>Number of Days: 1</p>	<p><u>Standards: PS 2 PS 14 PS 16 PS 32 PS 40</u></p>	<p>Lesson: Students will be able to define certain factors that make up their mental and emotional health as well as explain what happens to their state of health if they act in certain ways. Students will be able to list examples to better their mental and emotional health.</p>
<p>Understanding Emotions</p> <p>Number of Days: 1</p>	<p><u>Standards: PS 2 PS 14 PS 16 PS 32 PS 40</u></p>	<p>Lesson: Students will be able to define and describe emotions and how they affect an individual's health. Students will also think critically to find answers to some situations that involve multiple emotions and how to cope with them.</p>
<p>Managing Stress</p> <p>Number of Days: 1</p>	<p><u>Standards: PS 2 PS 14 PS 16 PS 32 PS 40</u></p>	<p>Lesson: Students will be able to identify and define factors that make up stress. Students will also give examples on how to manage stress and identify strategies to cope with stress.</p>
<p>Coping with Loss</p> <p>Number of Days: 1</p>	<p><u>Standards: PS 2 PS 14 PS 16 PS 32 PS 40</u></p>	<p>Lesson: Students will be able to define factors that relate to coping with a loss. Students will be able to list solutions, as well as evaluate certain situations that relate to coping with a loss and describe some examples to come to terms with the loss of someone.</p>

Unit 3: Conflict Resolution

Unit Description: In this Unit, students will go through several lessons that discuss what Conflict is, how it is identified, and how to implement it in everyday living. The lessons the students will learn are as follows below.

- Conflicts in your Life
- The Nature of Conflicts
- Conflict Resolution Skills
- Peer Mediation

Conflicts in you Life Number of Days: 1	<u>Standards: PS 2</u> <u>PS 15 PS 16 PS 25</u> <u>PS 27</u>	Lesson: Students will be able to define certain factors that make up conflict resolution. Students will also be able to list and identify strategies they can use to resolve conflict and apply it in their lives.
The Nature of Conflicts Number of Days:	<u>Standards: PS 2</u> <u>PS 15 PS 16 PS 25</u> <u>PS 27</u>	Lesson: Students will be able to define and describe terms that are used when discussing the nature of conflict. Students will also be able to recall factors that cause conflict to escalate. Students will also be able to think of strategies to control their conflict or the conflict of a peer.
Conflict Resolution Skills	<u>Standards: PS 2</u> <u>PS 15 PS 16 PS 25</u> <u>PS 27</u>	Lesson: Students will be able to explain and list different skills that help resolve conflict. Students will evaluate and describe certain resolution strategies to help with escalating conflict.

Number of Days: 1		
Peer Mediation Number of Days:	<u>Standards: PS 2</u> <u>PS 15 PS 16 PS 25</u> <u>PS 27</u>	Lesson: Students will be able to define factors that are related to peer mediation. Students will learn strategies that they can apply to situations and discuss with peers on how to resolve any problems that a situation carries with it.

Unit 4: Nutrition

Unit Description: In this Unit, students will go through several lessons that discuss what Nutrition is and how students can implement it in everyday living. The lessons the students will learn are as follows below.

- Nutrients your Body needs
- Creating a Healthful Eating Plan
- Managing your Weight
- Body images and Eating Disorders

Nutrients your Body Needs Number of Days: 1	<u>Standards: PS 8</u> <u>PS 20 PS 21 PS 30</u>	Lesson: Students will be able to define certain factors that make up nutrition. Students will also be able to list and identify what a nutritious diet will do for an individual's health, as well as what a poor
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		nutritious diet will do to an individual's health.
<p>Creating a Healthful Eating Plan</p> <p>Number of Days:</p>	<p><u>Standards: PS 8 PS 20 PS 21 PS 30</u></p>	<p>Lesson: Students will be able to define and find strategies to use when creating a eating plan. Students will learn about the food pyramid and what a healthy portion size is for each food category. Students will also understand the importance of having a balanced diet and how it can affect an individual's health.</p>
<p>Managing your Weight</p> <p>Number of Days:</p>	<p><u>Standards: PS 8 PS 20 PS 21 PS 30</u></p>	<p>Lesson: Students will be able to explain and list different strategies to help maintain a healthy weight. Students will also be able to identify what an unhealthy weight is and what affects it can have on one's health.</p>
<p>Body Image and Eating Disorders</p> <p>Number of Days:</p>	<p><u>Standards: PS 8 PS 20 PS 21 PS 30</u></p>	<p>Lesson: Students will be able to define and list terms that are related to eating disorders and how to avoid these disorders. Students will apply strategies they learned in this section to apply it in everyday living.</p>

Unit 5: Body System

Unit Description: In this Unit, students will go through several lessons that discuss what different types of systems reside in the body. Below are the different lessons that will be taught.

- Skeletal & Muscular System
- Nervous System
- Circulatory & Respiratory System
- Digestive System
- Endocrine System
- Immune System

Skeletal and Muscular System Number of Days: 1	<u>Standards: PS 11</u> <u>PS 29 PS 33 PS 36</u>	Lesson: Students will be able to define and give examples of what each individual system is and how it functions within an individual. Students will be able to describe how to keep both body systems healthy and what actions a student should take if a certain body system is hurt.
Nervous System Number of Days:	<u>Standards: PS 11</u> <u>PS 29 PS 33 PS 36</u>	Lesson: Students will be able to define and identify what the nervous system is and how it specifically functions. Students will be able to identify how a healthy nervous system functions and what actions to take if the nervous system gets damaged.

<p>Circulatory and Respiratory Systems</p> <p>Number of Days:</p>	<p><u>Standards: PS 11</u> <u>PS 29 PS 33 PS 36</u></p>	<p>Lesson: Students will be able to explain and list differences between the circulatory and respiratory systems. Students will be able to define certain parts of each system and identify how each system functions individually and how they work together.</p>
<p>Digestive System</p> <p>Number of Days:</p>	<p><u>Standards: PS 11</u> <u>PS 29 PS 33 PS 36</u></p>	<p>Lesson: Students will be able to identify and list parts of the digestive system and how each part functions. Students will be able to describe how a healthy digestive system functions and what to do if the digestive system gets damaged.</p>
<p>Endocrine System</p> <p>Number of Days:</p>	<p><u>Standards: PS 11</u> <u>PS 29 PS 33 PS 36</u></p>	<p>Lesson: Students will be able to identify and list parts of the endocrine system and how each part functions. Students will be able to describe how a healthy endocrine system functions and what to do if the system gets damaged.</p>
<p>Immune System</p> <p>Number of Days:</p>	<p><u>Standards: PS 11</u> <u>PS 29 PS 33 PS 36</u></p>	<p>Lesson: Students will be able to define and give examples of what the immune system is and how it functions within an individual. Students will be able to describe how to keep the immune systems healthy and what actions a student should take if a certain body system is functioning properly.</p>

Unit 6: Sexual Education

Unit Description: In this Unit, students will go through several lessons that discuss sexual education. There will be an opt out form sent home before this lesson will take place. The lessons below will be discussed throughout the week

- Male & Female Reproductive System
- Sexually Transmitted Infections (STI's)
- Contraception
- Puberty

<p>Male and Female reproductive Systems</p> <p>Number of Days: 1</p>	<p><u>Standards: PS 2 PS 4 PS 6 PS 12 PS 24</u></p>	<p>Lesson: Students will learn how both reproductive systems work and what their purpose is for the reproduction cycle. Students will also understand how to care for both reproductive systems.</p>
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<p>Sexually Transmitted Infections (STI's)</p> <p>Number of Days:</p>	<p><u>Standards: PS 2</u> <u>PS 4 PS 6 PS 12 PS 24</u></p>	<p>Lesson: Students will be able to define and identify all of the different types of STIs and how to avoid contracting them. Students will also have an understanding of what diseases STIs can lead to.</p>
<p>Contraception</p> <p>Number of Days:</p>	<p><u>Standards: PS 2</u> <u>PS 4 PS 6 PS 12 PS 24</u></p>	<p>Lesson: Students will be able to define what contraception is and the types of contraception that are out there. Students will also have an understanding of why contraception is an important component in sexual education.</p>
<p>Puberty</p> <p>Number of Days:</p>	<p><u>Standards: PS 2</u> <u>PS 4 PS 6 PS 12 PS 24</u></p>	<p>Lesson: Students will be able to define what puberty is and list changes that happen to the body during puberty. Students will also understand the effects of puberty are natural to becoming an adult.</p>

**Frenchtown School District
8th Physical Education**

Course Overview:

Frenchtown 8th Grade Health & PE classes are designed to introduce some new, and continue to develop a variety of activities to improve awareness and promote the lifelong fitness of each student. The activities will encourage teamwork, communication, good sportsmanship, and confidence which will contribute to overall health and wellbeing. There will be a mixture of team games and individual/pair activities.

Special Education Resources:

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 1: Croquet		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS 17		
Quarter 1 1 day	Lesson 1: Introduction and rules of Croquet	Students will have a basic understanding of how to operate around the croquet course and be able to follow the rules for fair and competitive play.
Quarter 1 4 days	Lesson 2: Croquet gameplay	Manage your way around the course with peers playing by the rules, and holding each other accountable for proper etiquette and game play. Students will demonstrate the ability to strike the croquet ball with the mallet.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 2: Cornhole		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS 17		
Quarter 1 1 day	Lesson 1: Review of rules and scoring system	Review of how to correctly throw bags, and keep score.
Quarter 1 2 days	Lesson 2: Round robin style gameplay	Students play teams at random to practice correct technique (forehand, underhand toss) and scorekeeping ability.
Quarter 1 2 days	Lesson 3: Cornhole tournament	Teams compete against other teams to determine a class champion.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 3: Ladder ball/Washer Toss		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-24		
Quarter 1 1 day	Lesson 1: Overview of rules for both Ladder ball and Washer toss	Learn how to accurately keep score for both games.
Quarter 1 4 days	Lesson 2: Gameplay	Demonstrating the ability to keep score during gameplay for both games. Proper throwing

		technique will be demonstrated.
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Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 4: Crossnet		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS-17		
Quarter 1 1 day	Lesson 1: Learn how to set up the crossnets, rules of the game	Gain knowledge on different types of volleyball hits to be used during crossnet, and have the ability to set up/take down nets properly.
Quarter 1 4 days	Lesson 2: Gameplay	Demonstrate bump/set/spike technique during gameplay.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 5: Soccer		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 1 1 day	Lesson 1: Review rules and regulations	Review how games begin, what happens after the ball is out of bounds on the sideline/goalline, how to resume play after a goal.
Quarter 1 1 day	Lesson 2: Dribbling/Passing	Show the basic skills of dribbling the soccer ball down the field while running, passing the ball to a

		stationary teammate, and passing the ball to a moving target.
Quarter 1 1 day	Lesson 3: Scoring	Being able to plant and kick the soccer ball while in motion to score a goal.
Quarter 1 2 days	Lesson 2: Soccer Games	Implement rules and regulations learned into an actual game while holding others accountable.

Quarter Taught	Topic	Objective
1 day = 55 minutes		
UNIT 6: Rampshot		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS 17		
Quarter 1 1 day	Lesson 1: Rules and regulations of Rampshot	Discuss the rules of Rampshot so that students will have the ability to play the game properly.
Quarter 1 4 days	Lesson 2: Rampshot Round Robin	Apply rules and regulations to actual gameplay. The ability to catch an object in motion, and overhand toss technique will be displayed.

Quarter Taught	Topic	Objective
1 day = 55 minutes		
UNIT 7: Moonball & Mile Run		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-7, 6-8 PS-9, 6-8 PS-14, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		

Quarter 1 1 day	Lesson 1: Introduction to Moonball	Learn the rules in order to play correctly.
Quarter 1 3 days	Lesson 2: Moonball	Work together as a team while competing against the other team while following the rules of the game. Students will demonstrate the ability to perform an overhand throw, and to strike (with a bat) or kick a ball.
Quarter 1 1 day	Lesson 3: Mile run	Students are attempting to give their best effort and compete against themselves and other times in the mile run. Demonstrating proper running form and aerobic capacity, and how physical activities can contribute to overall well-being.

Quarter Taught	Topic	Objective
1 day = 55 minutes		
UNIT 8: KanJam		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-16, 6-8 PS-24		
Quarter 1 1 day	Lesson 1: Rules and objectives of KanJam	Have the understanding to properly keep score and know the different point values of KanJam in order to play the game correctly.
Quarter 1 1 day	Lesson 2: KanJam	Compete against other students while following the rules of the game. Proper frisbee throwing technique (forehand) and catching a frisbee will be shown.

Quarter Taught	Topic	Objective
1 day = 55		

min.		
UNIT 9: Sauce Kit		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16		
Quarter 1	Lesson 1: Rules and regulations of Sauce Kit	Develop an understanding of how to keep score and the flow of the activity.
Quarter 1	Lesson 2: Gameplay	Have the ability to use a variety of passes with the hockey puck (on the ground, through the air) to score points for your team while following the rules of the game.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 10: Tchoukball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 2	Lesson 1: Tchoukball Background and Rules	Gain knowledge about the origins of Tchoukball and be able to understand the rules of the game.
Quarter 2	Lesson 2: Tchoukball Games	Demonstrate throwing/catching ability while in motion, and holding other teammates accountable for their play. Students will play by the rules, and expect others to do the same.

Quarter Taught	Topic	Objective

1 day = 55 min.		
UNIT 11: Volleyball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 2 1 day	Lesson 1: Volleyball review - rules and regulations	Students will be able to name the three different volleyball hits, and know the scoring system and rules.
Quarter 2 1 day	Lesson 2: Skill review - bump/set	The ability to bump and set the ball numerous times in a row with a partner or in a group setting will be displayed.
Quarter 2 1 day	Lesson 3: Skill review - spike/serve	The ability to perform the proper footwork when performing a spike, and the ability to underhand/overhand serve a volleyball over the net three out of five times.
Quarter 2 2 days	Lesson 4: Volleyball games	Use the skills that were taught the previous classes to play a volleyball game while following the rules of the game.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 12: Pickleball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 2 1 day	Lesson 1: Rules and techniques of Pickleball	Describe the rules of Pickleball—what the “kitchen” is, which team can score on a serve, how many points a team needs to win, etc.

Quarter 2 1 day	Lesson 2: Practice serves and forehand/backhand techniques	Be able to perform a cross-court (diagonal) serve, and execute forehand and backhand techniques that will translate into gameplay.
Quarter 2 1 day	Lesson 3: Pickleball games	Execute the skills and gameplay abilities that were practiced in the previous classes.
Quarter 2 2 days	Lesson 4: Pickleball tournament	Use all of the prior knowledge to participate in a tournament.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 13: Floor Hockey/PACER Test		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-5, 6-8 PS-7, 6-8 PS-9, 6-8 PS-11, 6-8 PS-14, 6-8 PS-18, 6-8 PS-22, 6-8 PS-24		
Quarter 2 1 day	Lesson 1: Floor Hockey rules/gameplay	Students will be able to explain the rules of hockey, and demonstrate the ability to perform basic passes while keeping their hockey stick low to the ground, and being able to score a goal while keeping the stick low to the ground.
Quarter 2 1 day	Lesson 2: PACER Test	Participate in an aerobic-based activity that pushes the students to run as long as they can. Students will explain if they would prefer to run the Mile, or do the PACER by comparing and contrasting the positives/negatives of each.
Quarter 2 3 days	Lesson 3: Floor Hockey games	Use the passing and scoring techniques in a game setting.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 14: Basketball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-18		
Quarter 3 1 day	Lesson 1: Introduction to basketball - dribbling drills, knockout	Students will be able to dribble waist high with both hands first stationary, then while walking, then while running demonstrating proper technique (using fingertips, waist high, head up).
Quarter 3 1 day	Lesson 2: Review dribbling, go over shooting technique and layup form	The ability to shoot properly from different spots on the court, and demonstrate proper layup form in layup lines will be executed.
Quarter 3 1 day	Lesson 3: Ruler of the court	Use the dribbling/shooting skills to play one-on-one against their classmates will be demonstrated.
Quarter 3 2 days	Lesson 4: 5 on 5	All of the skills that have been practiced throughout the week will culminate in 5 on 5 games.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 15: Nitroball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-5, 6-8 PS-11, 6-8 PS-17		

Quarter 3 1 day	Lesson 1: Rules and gameplay of Nitroball	Students will gain an understanding of how to play Nitroball and be able to perform volleyball hits (bump/set/spike) to get the ball over the net.
Quarter 3 4 days	Lesson 2: Nitroball gameplay	Using volleyball hits to participate in nitroball gameplay. Students will be able to explain the difference between volleyball and nitroball.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 16: Dodgeball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-18		
Quarter 3 1 day	Lesson 1: Prisonball	Students will be able to overhand throw a dodgeball to get the other team members out. They get back in the game by catching a ball thrown by their teammates.
Quarter 3 1 day	Lesson 2: Dr. Dodgeball	Students will be able to overhand throw a dodgeball to get the other team members out. They get back in the game by having the "Dr." touch them when they are out.
Quarter 3 1 day	Lesson 3: Original Dodgeball	Students will be able to overhand throw a dodgeball to get the other team members out. Members that are out get back in the game by catching a ball thrown by the other team.
Quarter 3 1 day	Lesson 4: Scatterball	Students will be able to overhand throw a dodgeball to get their peers out. They get back in the game when the person that eliminated them, gets eliminated.

Quarter 3 1 day	Lesson 5: Castleball	Students will be able to overhand throw a dodgeball to get the other team members out. They will perform an exercise when they are struck, and the goal is to knock down the other team's castle (hula hoops).
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 17: Ping Pong

Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-19, 6-8 PS-23

Quarter 3 1 day	Lesson 1: Ping Pong Intro and rules	Students will learn how to keep score, how to play doubles, and singles matches. They will be shown how to hit a forehand, backhand shot, and a serve.
Quarter 3 2 days	Lesson 2: Ping Pong Singles	Students will be able to perform a forehand and backhand stroke, as well as a serve. They will be able to keep score
Quarter 3 2 days	Lesson 3: Ping Pong Doubles	Students will be able to perform a forehand, and backhand stroke along with a serve. They will be expected to work well with a teammate, and keep score. They are expected to work out any issues that may come along during gameplay with their partner or other team.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 18: Yoga/Dance

Standards Found in Unit: 6-8 PS-1, 6-8 PS-2, 6-8 PS-7, 6-8 PS-8, 6-8 PS-12, 6-8 PS-13, 6-8 PS-20, 6-8 PS-22

Quarter 3 2 days	Lesson 1: Yoga	Students will follow along a Youtube video performing basic yoga poses, while learning about how stretching and yoga can be beneficial to overall health.
Quarter 3 2 days	Lesson 2: Dance	Students will follow along a Youtube video learning a hip-hop dance. They are expected to participate to the best of their ability while following along, and understanding that not everyone will be able to dance at the same ability.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 19: Badminton

Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-17

Quarter 3 1 day	Lesson 1: Badminton rules and regulations	Understanding the rules of badminton, and the differences between badminton/pickleball and other racquet sports.
Quarter 3 1 day	Lesson 2: Round robin badminton games	Be able to use previous knowledge of racquet sports to perform a forehand strike, backhand strike, and serve while being a good teammate.
Quarter 3 3 days	Lesson 3: Badminton tournament	Work with a teammate while using good striking technique to compete against peers in a tournament.

Quarter Taught	Topic	Objective

1 day = 55 min.		
UNIT 20: Lacrosse		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-3, 6-8 PS-16, 6-8 PS-17, 6-8 PS-21		
Quarter 3 1 day	Lesson 1: Rules and background of Lacrosse	Students will gain an understanding of the background of Lacrosse - including the two ball game that old Native American tribes used to play. Being aware of your surroundings to ensure everyone's safety is imperative during lacrosse.
Quarter 3 1 day	Lesson 2: Throwing/catching the lacrosse ball	Students will be able to accurately throw a lacrosse ball to a stationary partner at first, then work on accurately throwing to a partner in motion. While one is throwing the other partner is concentrating on throwing, the other is focused on catching the ball in the net.
Quarter 3 1 day	Lesson 3: Small field lacrosse	Students will be able to use their background knowledge of lacrosse, and the skills used in the previous lesson to play a small-scale version of lacrosse on a half sized field.
Quarter 3 2 days	Lesson 4: Large field lacrosse	Students will use their background knowledge of lacrosse to play a large-scale game with their class using the skills they have learned throughout the unit.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 21: Ultimate Frisbee		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-17, 6-8 PS-24		

Quarter 4 1 day	Lesson 1: Rules of Ultimate Frisbee	Students will gain an understanding of the rules of ultimate frisbee.
Quarter 4 1 day	Lesson 2: Practicing throwing/catching of frisbee	Students will expand on the activities that have already been done using a frisbee (KanJam). They will be able to perform a forehand throw, backhand throw, and catching the frisbee while in motion.
Quarter 4 2 days	Lesson 3: Ultimate Frisbee games	Skills that have been practiced in the previous classes will now be applied to actual gameplay.
Quarter 4 1 day	Lesson 4: Throwing competitions	Competing against classmates to see who can throw a forehand throw and backhand throw the farthest, and most accurate.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 22: Capture the Flag		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16, 6-8 PS-19, 6-8 PS-24		
Quarter 4 2 days	Lesson 1: Capture the flag (rugby balls)	Use throwing/catching skills to get the rugby ball from one team's side of the field to the other.
Quarter 4 2 days	Lesson 2: Capture the flag (footballs)	Use throwing/catching skills to get the footballs from one team's side of the field to the other.
Quarter 4 1 day	Lesson 3: Capture the flag	Using speed and agility to run the flags from one side of the field to the other.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 23: Kickball		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS 16, 6-8 PS-18		
Quarter 4	Lesson 1: Kickball	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.
Quarter 4	Lesson 2: Matball	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.
Quarter 4	Lesson 3: Reverse Kickball	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 24: Folf		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-5, 6-8 PS-16		
Quarter 4	Lesson 1: Introduction to Folf	Students will gain knowledge of the rules of folf so that they may play in small groups. Understanding how to throw the folf disc (forehand/backhand drive, forehand/backhand mid, and putter throw).
Quarter 4	Lesson 2: Folf games	Students use their knowledge of the rules and how to throw the disc to compete against other

		classmates.
Quarter 4	Lesson 3: Long drive/putting contest	Students use the throw they are most comfortable with to compete in a long drive contest. Students use the putting throw they are most comfortable with to compete in a putting contest.
Quarter 4	Lesson 4: Folf Tournament	Competition to see who can navigate the course in the lowest amount of throws.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 25: Fitness		
Standards Found in Unit: 6-8 PS-1, 6-8 PS-4, 6-8 PS-5, 6-8 PS-6, 6-8 PS-9, 6-8 PS-10, 6-8 PS-11, 6-8 PS-14, 6-8 PS-15, 6-8 PS-21		
Quarter 4 1 day	Lesson 1: Create-a-workout	Students will use their knowledge of fitness to create their own workout based on their fitness ability.
Quarter 4 1 day	Lesson 2: Perform created workout	Perform the workout that they created.
Quarter 4 1 day	Lesson 3: 9 Station Workout	Students perform a variety of movements using body weight. Proper technique is emphasized.
Quarter 4 1 day	Lesson 4: Weight Room Introduction	An introduction to the weight room and the procedures for getting weights out and putting them away are discussed.

Quarter 4 1 day	Lesson 5: Nutrition and physical health	Discussing how the foods you put in your body affect the physical capabilities of your body.
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**Frenchtown School District
8th Health Enhancement**

Course Overview: 8th Grade Health Classes are designed to build upon health skills and information that the students have been introduced to. The first lesson focuses on students understanding personal identity and factors that contribute to who they are. Alcohol, tobacco, medications and illegal drugs are discussed to finish out the second quarter. Beginning in quarter three, human reproductive anatomy, pregnancy, and other sexual education topics are discussed, followed by sleep and physical fitness.

Special Education Resources:

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 1: Personal Identity and Mental Health Conditions		
Standards Found in Unit 1: 6-8 HS-1, 6-8 HS-4, 6-8 HS-5, 6-8 HS-6, 6-8 HS-13, 6-8 HS-15, 6-8 HS-16, 6-8 HS-17, 6-8 HS-18, 6-8 HS-19, 6-8 HS-23, 6-8 HS-25, 6-8 HS-26, 6-8 HS-27, 6-8 HS-28, 6-8 HS-30, 6-8 HS-39, 6-8 HS-40		
Quarter 1 1 day	Getting to Know Yourself	<ul style="list-style-type: none"> ● Describe the different parts of a person's identity. ● Identify one personal value, one personal belief, and one personal attitude. ● Distinguish between self-image and self-esteem. ● Explain why self-esteem matters. ● Identify factors that can affect a person's self-esteem. ● Give examples of strategies that can be used to help improve your self-image and self-esteem.
Quarter 1 1 day	Making Sense of Your Emotions	<ul style="list-style-type: none"> ● Identify pleasant and unpleasant emotions. ● Explain what it means to have emotional awareness. ● Describe how identifying and accepting

		<p>feelings can help you control your emotions.</p> <ul style="list-style-type: none"> ● Demonstrate how to express emotions in a healthy way. ● Identify characteristics of people with emotional intelligence.
Quarter 1 1 day	Managing Stress	<ul style="list-style-type: none"> ● Differentiate between acute stressors and chronic stressors. ● Describe different types of stress. ● Explain how the body responds to stress. ● Give examples of strategies that be can used to manage stress in your life. ● Recognize when they should seek professional help for stress.
Quarter 1 1 day	Recognizing Mental Health Conditions	<ul style="list-style-type: none"> ● Identify the different types of mental health conditions. ● Describe anxiety disorders. ● Differentiate between mood disorders and personality disorders. ● Explain the possible causes of mental health conditions.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 2: Alcohol and Tobacco		
Standards Found in Unit 2: 6-8 HS-1, 6-8 HS-2, 6-8 HS-4, 6-8 HS-5, 6-8 HS-6, 6-8 HS-7, 6-8 HS-13, 6-8 HS-14, 6-8 HS-15, 6-8 HS-16, 6-8 HS-17, 6-8 HS-18, 6-8 HS-20, 6-8 HS-21, 6-8 HS-24, 6-8 HS-25, 6-8 HS-26, 6-8 HS-27, 6-8 HS-28, 6-8 HS-29, 6-8 HS-30, 6-8 HS-33, 6-8 HS-43		

Quarter 2 1 day	The Effects of Alcohol	<ul style="list-style-type: none"> ● Differentiate moderate drinking, binge drinking, and heavy drinking. ● Analyze the effects of alcohol on the brain. ● Relate alcohol use to long-term health consequences. ● Explain the consequences of underage drinking. ● Assess the role of alcohol in accidents and violence. ● Summarize how alcohol can increase the risk of developing alcohol-use disorders.
Quarter 2 1 day	Preventing and Treating Alcohol-Use Disorders	<ul style="list-style-type: none"> ● Describe factors that influence young people's beliefs about alcohol use. ● Demonstrate methods of preventing alcohol-use disorders. ● Explain treatment methods for alcohol-use disorders. ● Demonstrate how to help someone who has an alcohol-use disorder.
Quarter 2 1 day	Tobacco and Your Health	<ul style="list-style-type: none"> ● Identify various forms of tobacco and the addictive substance in tobacco products. ● Assess the hazardous effects of tobacco use on the heart and lungs. ● Describe how tobacco use can affect a person's appearance. ● Explain the impact of secondhand smoke on individuals.
Quarter 2 1 day	Understanding Tobacco Use	<ul style="list-style-type: none"> ● Summarize the factors that cause teens to try smoking. ● Analyze the stages of addiction in relation to tobacco use. ● Describe two types of dependence. ● Give examples of withdrawal symptoms people with a nicotine addiction may experience.

Quarter	Topic	Objective
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<p>Taught</p> <p>1 day = 55 min.</p>		
<p>UNIT 3: Drugs</p>		
<p>Standards Found in Unit 3: 6-8 HS-1, 6-8 HS-2, 6-8 HS-4, 6-8 HS-5, 6-8 HS-6, 6-8 HS-7, 6-8 HS-13, 6-8 HS-14, 6-8 HS-15, 6-8 HS-16, 6-8 HS-17, 6-8 HS-18, 6-8 HS-20, 6-8 HS-21, 6-8 HS-24, 6-8 HS-25, 6-8 HS-26, 6-8 HS-27, 6-8 HS-28, 6-8 HS-29, 6-8 HS-30, 6-8 HS-33, 6-8 HS-34, 6-8 HS-36, 6-8 HS-43</p>		
<p>Quarter 2 1 day</p>	<p>Medications</p>	<ul style="list-style-type: none"> ● Differentiate between over-the-counter and prescription medications. ● Explain three health risks of taking medications. ● Identify strategies for using medications safely. ● Summarize the different functions of different types of prescription medications. ● Differentiate between medication misuse and abuse.
<p>Quarter 2 1 day</p>	<p>Illegal drugs</p>	<ul style="list-style-type: none"> ● Give examples of common types of illegal drugs. ● Describe the short- and long-term health effects of illegal drugs. ● Explain why some young people use drugs. ● Describe the physical, mental, emotional, and social consequences of drug abuse and addiction. ● Recognize the signs of drug abuse and drug addiction.
<p>Quarter 2 1 day</p>	<p>Preventing and Treating Drug Abuse and Addiction</p>	<ul style="list-style-type: none"> ● Explain strategies for preventing drug abuse and addiction. ● Demonstrate refusal skills to resist peer pressure to use drugs. ● Describe several treatment methods for drug abuse and addiction. ● Explain how to help someone who is

		addicted to drugs.
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Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 4: Sex Ed		
Standards Found in Unit 4: 6-8 HS-1, 6-8 HS-2, 6-8 HS-3, 6-8 HS-9, 6-8 HS-10, 6-8 HS-11, 6-8 HS-12, 6-8 HS-14, 6-8 HS-15, 6-8 HS-15, 6-8 HS-16, 6-8 HS-18, 6-8 HS-19, 6-8 HS-20, 6-8 HS-25, 6-8 HS-26, 6-8 HS-27, 6-8 HS-29, 6-8 HS-30, 6-8 HS-33, 6-8 HS-34, 6-8 HS-34		
Quarter 3 1 day	Puberty	<ul style="list-style-type: none"> • Discusses the changes that go on in the human body during puberty.
Quarter 3 0.5 days	Human Reproductive Systems	<ul style="list-style-type: none"> • Male/female reproductive systems and their functions.
Quarter 3 0.5 days	Intercourse and Fertilization	<ul style="list-style-type: none"> • Fertilization process. • Prenatal development.
Quarter 3 0.5 days	Teenage Pregnancy	<ul style="list-style-type: none"> • Physical/mental/emotional tolls of teenage pregnancy.
Quarter 3 1 day	Contraceptives and Birth Control	<ul style="list-style-type: none"> • Different types of common birth control.

Quarter 3 1 day	Sexually Transmitted Infections	<ul style="list-style-type: none"> • Discusses the numerous types of STI's (viral/bacterial) and ways to prevent them.
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 5: Importance of Sleep

Standards Found in Unit 5: 6-8 HS-1, 6-8 HS-4, 6-8 HS-5, 6-8 HS-6, 6-8 HS-13, 6-8 HS-15, 6-8 HS-16, 6-8 HS-17, 6-8 HS-18, 6-8 HS-19, 6-8 HS-23, 6-8 HS-25, 6-8 HS-26, 6-8 HS-27, 6-8 HS-28, 6-8 HS-30, 6-8 HS-39, 6-8 HS-40

Quarter 3	Understanding Sleep	<ul style="list-style-type: none"> • Understand why sleep is important. • Describe the sleep needs of each age group. • Explain the science of sleep, the stages of sleep, and dreams. • Determine the consequences of not getting enough sleep.
Quarter 3	Common Sleeping Problems	<ul style="list-style-type: none"> • Explain symptoms of delayed sleep phase syndrome and insomnia. • Describe common types of parasomnia. • Understand the symptoms of and treatment for sleep apnea. • Explain the symptoms of narcolepsy.
Quarter 3	Developing Strategies for Getting Enough Sleep	<ul style="list-style-type: none"> • Create a sleep schedule based on needs. • Explain the best way to take naps. • Demonstrate how exercise can help sleep better. • Describe which substances interfere with sleep. • Understand how relaxing before bedtime can help sleep. • Demonstrate how to create a comfortable sleep environment.

		<ul style="list-style-type: none"> ● Explain how to control exposure to light before bedtime.
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 6: Physical Fitness

Standards Found in Unit 6: 6-8 HS-1, 6-8 HS-5, 6-8 HS-6, 6-8 HS-7, 6-8 HS-8, 6-8 HS-20, 6-8 HS-21, 6-8 HS-35, 6-8 HS-37, 6-8 HS-39, 6-8 HS-40, 6-8 HS-43, 6-8 HS-45

Quarter 3 1 day	What It Means to be Physically Fit	<ul style="list-style-type: none"> ● Define the terms fitness, exercise, and physical activity. ● Describe the benefits of physical activity. ● Summarize the key guidelines for children and teens, adults, and older adults as outlined in the Physical Activity Guidelines for Americans. ● Evaluate how to improve health by doing activities they enjoy.
Quarter 3 1 day	Fitness Types	<ul style="list-style-type: none"> ● Describe the five parts of health-related fitness. ● Compare and contrast aerobic activities and anaerobic activities. ● Explain the two types of endurance. ● Differentiate between health-related fitness and skill-related fitness. ● Identify the six aspects of skill-related fitness.
Quarter 3 1 day	Fitness Safety	<ul style="list-style-type: none"> ● Give examples of rules they have learned in sports. ● Identify common safety equipment for physical activities. ● Explain why it is important to start slowly and not overdo it when starting a fitness program. ● Describe why drinking water is important before, during, and after physical activity. ● List steps you can take to ensure your

		<p>safety when exercising in hot or cold weather.</p> <ul style="list-style-type: none">● Compare and contrast a sprain, dislocation, and fracture.
Quarter 3 1 day	A Personal Fitness Plan	<ul style="list-style-type: none">● Determine current level of fitness.● Identify personal fitness goals.● Determine maximum heart rate, target heart rates for moderate and vigorous intensity activities.

Frenchtown School District 9th & 10th Physical Education

Course Overview:

Frenchtown 9th & 10th Grade Health & PE classes are designed to introduce some new, and continue to develop a variety of activities to improve awareness and promote the lifelong fitness of each student. The activities will encourage teamwork, communication, good sportsmanship, and confidence which will contribute to overall health and wellbeing. There will be a mixture of team games and individual/pair activities.

Special Education Resources:

Quarter Taught	Topic	Objective
1 day = 75 min.		
UNIT 1: Sauce Kit		
Standards Found in Unit: 9-12 PS-2, 9-12 PS-4		
Quarter 1 1 day	Lesson 1: Introduction and rules of Sauce Kit	Develop an understanding of how to keep score and the flow of the activity.
Quarter 1 3 days	Lesson 2: Sauce Kit gameplay	Have the ability to use a variety of passes with the hockey puck (on the ground, through the air) to score points for your team while following the rules of the game.

Quarter Taught	Topic	Objective
1 day = 75 min.		
UNIT 2: Spike Ball		
Standards Found in Unit: 9-12 PS-1 9-12 PS-2		
Quarter 1 1 day	Lesson 1: Review of rules and scoring system. Round robin style gameplay	Review of how to correctly play Spike Ball, and keep score. Begin playing the game. Students play teams at random to practice correct technique, and scorekeeping ability.
Quarter 1 3 days	Lesson 2: Spike Ball Tournament	Teams compete against other teams to determine a class champion.

Quarter Taught	Topic	Objective
1 day = 75 min.		
UNIT 3: Can Jam/ Cornhole		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS-5		
Quarter 1 1 day	Lesson 1: Overview of rules for both Can Jam and Cornhole	Learn how to accurately keep score for both games and begin to play each game.
Quarter 1 3 days	Lesson 2: Gameplay	Demonstrating the ability to keep score during gameplay for both games. Proper throwing technique will be demonstrated with both a Frisbee and beanbag. Compete against other students while following the rules of the game. Proper frisbee

		throwing technique (forehand) and catching a frisbee will be shown. Proper throwing of beanbag (underhand toss) for cornhole.
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Quarter Taught	Topic	Objective
1 day = 75 min.		
UNIT 4: Bocce Ball/Croquet		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS-5		
Quarter 1 1 day	Lesson 1: Learn how to set up bocce ball and Croquet course, along with rules for each game.	Students will have a basic understanding of how to operate around the croquet course, and be able to follow the rules for fair and competitive play in both games.
Quarter 1 3 days	Lesson 2: Gameplay	Manage your way around the course with peers playing by the rules, and holding each other accountable for proper etiquette and game play. Students will demonstrate the ability to strike the croquet ball with the mallet. Play Bocce according to rules and use proper etiquette during game.

Quarter Taught	Topic	Objective
1 day = 75 min.		
UNIT 5: Moonball		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 1	Lesson 1: Review rules	Review how game is played and review

1 day	and regulations	baseball/softball rules and begin play.
Quarter 1 3 days	Lesson 2: Moonball games	Work together as a team while competing against the other team while following the rules of the game. Students will demonstrate the ability to perform an overhand throw, and to strike (with a bat) or kick a ball.

Quarter Taught	Topic	Objective
1 day = 75 minutes		
UNIT 6: Kickball		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 1 2 day	Lesson 1: Rules and Play of regular kickball	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.
Quarter 1 2 days	Lesson 2: Rules and Play of Matball	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.

Quarter Taught	Topic	Objective
1 day = 75 minutes		
UNIT 7: Crossnet		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 1	Lesson 1: Learn how to	Gain knowledge on different types of volleyball

1 day	set up the crossnets, introduction of rules of the game	hits to be used during crossnet, and have the ability to set up/take down nets properly.
Quarter 1 3 days	Lesson 2: crossnet game/tournament	Demonstrate bump/set/spike technique during gameplay.

Quarter Taught	Topic	Objective
1 day = 75 minutes		
UNIT 8: Volleyball/ Block-Net Variation		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 1 1 day	Lesson 1: Rules and objectives Volleyball	Students will be able to name the three different volleyball hits, and know the scoring system and rules. The ability to bump and set the ball numerous times in a row with a partner or in a group setting will be displayed. The ability to perform the proper footwork when performing a spike, and the ability to underhand/overhand serve a volleyball over the net three out of five times.
Quarter 1 3 day	Lesson 2: Volleyball round robin games	Use the skills that were taught the previous classes to play a volleyball game while following the rules of the game.

Quarter Taught	Topic	Objective
1 day = 75 min.		

UNIT 9: Nitroball/Block-Net Variation**Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5**

Quarter 1 1 day	Lesson 1: Rules and regulations of Nitroball	Students will gain an understanding of how to play Nitroball and be able to perform volleyball hits (bump/set/spike) to get the ball over the net.
Quarter 1 3 days	Lesson 2: Gameplay	Using volleyball hits to participate in nitroball gameplay. Students will be able to explain the difference between volleyball and nitroball.

Quarter Taught	Topic	Objective
1 day = 75 min.		

UNIT 10: Capture the Flag**Standards Found in Unit: 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4**

Quarter 2 2 days	Lesson 1: Capture the Flag rules and gameplay (using balls)	Use throwing/catching skills to get the rugby ball from one team's side of the field to the other. Use throwing/catching skills to get the footballs from one team's side of the field to the other.
Quarter 2 2 days	Lesson 2: Capture the Flag (using flags)	Using speed and agility to run the flags from one side of the field to the other.

Quarter Taught 1 day = 55 min.	Topic	Objective
UNIT 11: Stickball/Lacrosse		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 2 1 day	Lesson 1: Stickball review - rules and background (Indian Education)	Students will gain an understanding of the background of Stickball and Lacrosse - including the two ball game that old Native American tribes used to play. Being aware of your surroundings to ensure everyone's safety is imperative during lacrosse and stickball
Quarter 2 1 day	Lesson 2: Gameplay Stickball	Students will be able to use their background knowledge of lacrosse, and the skills used in previous lessons (throwing) to play a small-scale version of stickball in the gym.
Quarter 2 2	Lesson 3: Gameplay Lacrosse	Students will use their background knowledge of lacrosse to play a large-scale game with their class using the skills they have learned throughout the unit.

Quarter Taught 1 day = 55 min.	Topic	Objective
UNIT 12: Ultimate Frisbee		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 2 1 day	Lesson 1: Rules and techniques of Ultimate Frisbee	Students will gain an understanding of the rules of ultimate frisbee. Students will expand on the activities that have already been done using a frisbee (KanJam). They

		will be able to perform a forehand throw, backhand throw, and catching the frisbee while in motion.
Quarter 2 3 day	Lesson 2: Gameplay	Skills that have been practiced in the previous classes will now be applied to actual gameplay.

Quarter Taught	Topic	Objective
1 day = 75 min.		
UNIT 13: Handball		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4		
Quarter 2 1 day	Lesson 1: Review of Rules, begin gameplay	Students will be able to explain the rules of handball, they will also be able to pass the handball to members of their team and be able to throw/aim at the goal to score points.
Quarter 2 3 day	Lesson 2: Gameplay	Participate in gameplay, using skills reviewed the day before. Throwing, aiming, catching, and blocking will all be used.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 14: Basketball		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 3 1 day	Lesson 1: Introduction to basketball - dribbling drills, knockout	Students will be able to dribble waist high with both hands first stationary, then while walking, then while running demonstrating proper technique

		(using fingertips, waist high, head up).
Quarter 3 1 day	Lesson 2: Review dribbling, go over shooting technique and layup form	The ability to shoot properly from different spots on the court, and demonstrate proper layup form in layup lines will be executed.
Quarter 3 1 day	Lesson 3: Ruler of the court	Use the dribbling/shooting skills to play one-on-one against their classmates will be demonstrated.
Quarter 3 1 day	Lesson 4: 5 on 5	All of the skills that have been practiced throughout the week will culminate in 5 on 5 games.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 15: Choiceball		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 3 1 day	Lesson 1: Rules and gameplay of =Choiceball	Students will be able to show their skills related to wiffeball/baseball in a game variation. Throwing, hitting, and catching will all be part of the game. The hitters will have a “choice” of equipment to hit the ball into play (racquet, cricket bat, or wiffleball bat).
Quarter 3 3 days	Lesson 2: Choiceball gameplay	Gameplay will continue to allow students to build on their skills.

Quarter Taught	Topic	Objective
1 day = 75 min.		
UNIT 16: Ping Pong		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 3 1 day	Lesson 1: Ping Pong Intro and rules	Students will learn how to keep score, how to play doubles, and singles matches. They will be shown how to hit a forehand, backhand shot, and a serve.
Quarter 3 1 days	Lesson 2: Ping Pong Singles	Students will be able to perform a forehand and backhand stroke, as well as a serve. They will be able to keep score
Quarter 3 2 days	Lesson 3: Ping Pong Doubles	Students will be able to perform a forehand, and backhand stroke along with a serve. They will be expected to work well with a teammate, and keep score. They are expected to work out any issues that may come along during gameplay with their partner or other team.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 17: Kickball (In Gym)		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 3 1 days	Lesson 1: Kickball Rules and gameplay	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.
Quarter 3	Lesson 2: Matball rules	Demonstrate the ability to kick a ball in motion,

2 days	and gameplay	and catch a ball in motion while working with your teammates.
Quarter 3 1 days	Lesson 3: Reverse kickball rules and gameplay	Demonstrate the ability to kick a ball in motion, and catch a ball in motion while working with your teammates.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 18: Dodgeball - Variations

Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5

Quarter 3 1 days	Lesson 1: Doctor Dodgeball and Scatterball rules and gameplay	Students will be able to overhand throw a dodgeball to get the other team members out. They get back in the game by having the “Dr.” touch them when they are out. Students will be able to overhand throw a dodgeball to get their peers out. They get back in the game when the person that eliminated them, gets eliminated.
Quarter 3 1 days	Lesson 2: Regular Dodgeball and Prisonball rules and gameplay	Students will be able to overhand throw a dodgeball to get the other team members out. Members that are out get back in the game by catching a ball thrown by the other team. Students will be able to overhand throw a dodgeball to get the other team members out. They get back in the game by catching a ball thrown by their teammates.
Quarter 3 1 day	Lesson 3: Castleball rules and gameplay	Students will be able to overhand throw a dodgeball to get the other team members out. They will perform an exercise when they are struck, and the goal is to knock down the other team's castle (hula hoops).
Quarter 3 1 day	Lesson 4: Glow in the Dark Dodgeball	Students will be able to overhand throw a dodgeball to get the other team members out. They

		get back in the game by catching a ball thrown by their teammates. Game is played in the dark with glowing dodgeballs.
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Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 19: Badminton

Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5

Quarter 3 1 day	Lesson 1: Rules and Round Robin games of Badminton	Understanding the rules of badminton, and the differences between badminton/pickleball and other racquet sports. Be able to use previous knowledge of racquet sports to perform a forehand strike, backhand strike, and serve while being a good teammate.
Quarter 3 3 day	Lesson 2: Badminton Tournament	Work with a teammate while using good striking technique to compete against peers in a tournament.

Quarter Taught	Topic	Objective
1 day = 55 min.		

UNIT 20: Pickleball

Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5

Quarter 4 1 day	Lesson 1: Rules and round robin play	Describe the rules of Pickleball–what the “kitchen” is, which team can score on a serve, how many points a team needs to win, etc. Be able to
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		perform a cross-court (diagonal) serve, and execute forehand and backhand techniques that will translate into gameplay.
Quarter 4 3 day	Lesson 2: Pickleball Tournament	Use all of the prior knowledge to participate in a tournament

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 21: Floor Hockey		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 4 1 days	Lesson 1: Floor Hockey Rules and play	Students will be able to explain the rules of hockey, and demonstrate the ability to perform basic passes while keeping their hockey stick low to the ground, and being able to score a goal while keeping the stick low to the ground.
Quarter 4 3 days	Lesson 2: Gameplay	Use the passing and scoring techniques in a game setting.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 22: Tchoukball/Speedball		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4		
Quarter 4	Lesson 1: Rules and play	Gain knowledge about the origins of Tchoukball

2 day	of Tchoukball	and be able to understand the rules of the game. Students will play by the rules, and expect others to do the same.
Quarter 4 2 days	Lesson 3: Speedball rules and gameplay	Demonstrate throwing and catching ability, as well as kicking abilities. Students will play by the rules, and play this variation of soccer and football.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 23: Soccer		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 4 Day 1	Lesson 1: Rules and Regulation of Soccer	Review how games begin, what happens after the ball is out of bounds on the sideline/goal line, how to resume play after a goal. Show the basic skills of dribbling the soccer ball down the field while running, passing the ball to a stationary teammate, and passing the ball to a moving target.
Quarter 4 Days 3	Lesson 2: Gameplay	Being able to plant and kick the soccer ball while in motion to score a goal. Implement rules and regulations learned into an actual game while holding others accountable.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 24: Wiffleball		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 4 1 day	Lesson 1: Rules and gameplay	Students will be able to learn the rules and regulations of wiffleball, demonstrate their knowledge of the game by throwing and hitting.
Quarter 4 3 days	Lesson 2: Gameplay/variations	Students will play the game of wiffleball. They will use the skill of throwing, catching and hitting.

Quarter Taught	Topic	Objective
1 day = 55 min.		
UNIT 25: Fitness		
Standards Found in Unit: 9-12 PS-1, 9-12 PS-2, 9-12 PS- 3, 9-12 PS-4, 9-12 PS-5		
Quarter 4 1 day	Lesson 1: Create-a-workout	Students will use their knowledge of fitness to create their own workout based on their fitness ability.
Quarter 4 1 day	Lesson 2: Perform created workout	Perform the workout that they created.
Quarter 4 2 day	Lesson 3: 9 Station Workout and Clean Weight Room	Students perform a variety of movements using body weight. Proper technique is emphasized. An introduction to the weight room and the procedures for getting weights out and putting them away are discussed.