

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.A.2a Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns.</p> <p>19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.</p>	<p>*Respond and discuss cues that enhance development of selected manipulative skills. *Demonstrate locomotor/non locomotor skills while manipulating objects. *Demonstrate proper form while executing selected manipulative skills (using developmentally appropriate form) *Participate in activities/games that make the heart beat</p>	<p>*Participate in a variety of activities such as hockey, soccer, basketball, flag football, volleyball incorporating skills such as striking, bumping, setting, passing, shooting, dribbling, throwing, and catching *Participate in activities incorporating running, jogging, sliding, skipping, galloping, leaping, jumping, etc. *Participate in movement activities such as line dancing, folk dancing, etc. *Jump rope activities (aerobic and anaerobic) *Tumbling activities (e.g. log roll and cartwheel) *Balance activities (e.g. one leg stretching) *Discuss activities that make the heart beat faster *Have students rate their level of perceived exertion after participating in physical activity *Participate in various intensity levels of physical activity (moderate to vigorous)</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple *Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi *Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

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	<p>faster and increase rate of breathing.</p> <ul style="list-style-type: none">*Discuss and understand the concept of perceived exertion.*Discuss and understand the concept of perceived exertion.*Report exertion levels during a variety of activities.*Demonstrate control in general and self-space.*Participate in moderate to vigorous activity for extended period of time.*Use vocabulary specific to activities, games or sport.*Demonstrate control in general/self-space			
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B. Analyze various movement concepts and applications

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.B.2a Identify the principles of movement (e.g., absorption and application force, equilibrium)</p> <p>19.B.2b Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns</p>	<p>*Demonstrate the manipulation of objects to change direction and or space.</p> <p>*Manipulate object(s) with accuracy to change its direction and or distance</p> <p>*Explain movement in terms of effort, flow, and time. Identify the components of a variety of locomotor, non-locomotor and manipulative skills.</p>	<p>*Participate in games and activities</p> <p>*Manipulate objects such as throwing and catching, changing directions (flag football, basketball, hockey, volleyball, golf, soccer)</p> <p>*Understand the rate of exertion when striking an object (e.g. putting in golf, serving/setting in volleyball, shooting basketball, passing in football/soccer, etc.)</p> <p>*Games</p> <p>*Jump rope/hula hoop activities</p> <p>Rhythms and dance activities requiring agility, quarter turns, half turns, full turns, balance, coordination, bending, and reaching.</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple</p> <p>*Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi</p> <p>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>19.C.2a Identify and apply rules and safety procedures in physical activities.</p> <p>19.C.2b Identify offensive, defensive, and cooperative strategies in selected activities and games</p>	<p>*Apply and/or follow class rules, procedures and safety practices</p> <p>*Discuss and/or explain the importance of warm-ups and cool down</p> <p>*Identify ways to measure rate of exertion during physical activity</p> <p>*With teacher support, identify principles of training (intensity, duration, frequency) that can help them to improve</p>	<p>*Students will be able to identify and discuss all class rules and procedures when ask by instructor during any instructional time</p> <p>*Students will apply class rules and safety procedures during all physical activities</p> <p>*Students will participate in a 1-2 minute warm up activity before exercise at beginning of class</p> <p>*Discuss and explain importance of warm-ups and cool-downs in physical activity</p> <p>*Students will participate in physical activity and be able to understand and identify the physiological changes of body.</p> <p>*Identify rate of exertion before, during, and after physical activity</p> <p>*Participate in FitnessGram testing and aerobic/anaerobic activities</p> <p>*Participate in muscular strength/endurance building activities.</p> <p>*Participate in cardio training and strength training for FitnessGram</p> <p>*Understand and participate in flexibility improvement activities (e.g. quad stretch, hamstring stretch, sit and reach, etc.)</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple</p> <p>*Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi</p> <p>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

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	components of fitness *Describe how participating in physical activity, at a moderate to vigorous rate, will maintain and/or improve health and cognition			
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State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness</p>	<p>*Participate in and/or identify health-related and skill-related fitness activities</p> <p>*Identify components of health-related and skill-related fitness and/or activities that complement each component</p> <p>*Discuss the benefits of physical activity and/or risks of an unhealthy lifestyle.</p> <p>*Discuss changes in the body that takes</p>	<p>*Participate in fitness activities such as sprinting and jogging, and be able to find their pulse rate in their neck</p> <p>*Participate in fitness activities such as curl-ups or push-ups, and be able to describe the fitness components being used (e.g. muscular strength, muscular endurance, cardio, flexibility)</p> <p>*Participate in a variety of activities and games such as soccer, basketball, jump rope, floor hockey and identify ways to measure rate of exertion during and after activities.</p> <p>*Participate in physical activities such as the FitnessGram and discuss the benefits</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple</p> <p>*Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi</p> <p>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

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	<p>place before, during, and after physical activity as it pertains to learning</p> <p>*Identify the benefits of health-related and skill-related fitness (aerobic and anaerobic activities)</p> <p>*Identify principles of training (FITT: frequency, intensity, time, and type)</p>			
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B. Assess individual fitness levels.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.</p> <p>20.B.2b Match recognized assessments of health-related fitness (e.g., FitnessGram) to corresponding components of fitness.</p>	<p>*Match the components of health-related fitness to fitness assessment</p> <p>*Monitor the physiological changes occurring during moderate physical activity</p> <p>*Identify and/or engage in activities that help achieve the target heart rate zone for a specific amount of time</p> <p>*Explain effects of physical</p>	<p>*Describe how participating in games such as soccer, basketball, and floor hockey at a moderate to vigorous rate will maintain and improve health</p> <p>*Discuss the immediate effects exercise on the heart and lungs</p> <p>*Discuss/explain the effects of change in the level of intensity during exercise</p> <p>*Constantly practice and monitor taking heart rate before, during and after physical activities</p> <p>*Practice calculating maximum and target heart rate</p> <p>*Discuss physiological changes after physical activity such as sweating, increased breathing, and increased heart rate</p> <p>*Games (e.g. team sports and individual sports)</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple</p> <p>*Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi</p> <p>*Websites Pcentral.org SPARKfamily.org Peuniverse.com</p>

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	activity on the body when changing the level of intensity *Identify target heart rate, maximum heart rate, and resting heart rate			
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C. Set goals based on fitness data and develop, implement, and monitor an individual improvement plan.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>20.C.2a Set a personal health-related fitness goal.</p> <p>20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength)</p>	<p>*Discuss and/or set realistic health-related fitness goals</p> <p>*Participate in teacher directed activities that can develop health-related fitness goals</p> <p>*Monitor progress of a health-related fitness goal</p> <p>*Evaluate positive and negative behavioral choices and their impact on wellness levels</p>	<p>*Discuss and set realistic fitness goals and participate in teacher directed activities such as the pacer test and athletic games that can help develop health related-fitness goals</p> <p>*Record results of fitness tests (chart, worksheet, note card, computer program, etc.)</p> <p>*Participate in physical activity and understand their strengths and weaknesses, as well as be able to make a list of activities that will help improve areas of weakness</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple</p> <p>*Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi</p> <p>*Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>

State Goal 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

A. Demonstrate personal responsibility during group physical activities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>21.A.2a Accept responsibility for one’s own actions in group physical activities.</p>	<p>*Perform individual roles when participating in group physical activities</p>	<p>*Participate in activities and games such as relay races, station work, etc. and perform individual roles such as goaltending, passing, leadership, etc. *Participate in games such as basketball, floor hockey, volleyball, golf, flag football, etc. and be able to change individual behavior to help group be successful</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets</p>	<p>*Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple</p>
<p>21.A.2b Uses identified procedures and safe practices without reminders during group physical activities.</p>	<p>*Identify individual behaviors that need to be changed in order to work successfully in a group *Give examples of ways to settle disagreements</p>	<p>*Discuss and identify safety procedures to be followed in group activity *Discuss techniques that might settle disagreements *Discuss and identify appropriate behaviors for successful group work *Team building activities *Rhythms and dance activities *Track activities *Frisbee activities *Team sports</p>	<p>*Written Tests *Quarterly Common Assessments</p>	<p>*Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi *Websites Pecentral.org SPARKfamily.org Peuniverse.com</p>
<p>21.A.2c Work independently on task until completed.</p>	<p>*Respect the personal space of others when moving within individual self-space *Discuss the benefits of</p>			

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	having rules when participating in physical activity *List/identify the consequences of not following the class procedures or rules *Demonstrate the ability to remain on task when participating in physical activity			
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B. Demonstrate cooperative skills during structured group physical activity.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p>	<ul style="list-style-type: none"> *Complete part(s) of a task when working with a partner or group *Complete a task when working with a partner or group with some teacher intervention during physical activity *Complete a task with a partner or group in a given amount of time during group physical activity *Recognize or discuss the need for individual and 	<ul style="list-style-type: none"> *Participate in activities and demonstrate the ability to stay on task. *Participate in activities and understand the importance of rules and consequences of not following rules when performing games and activities *Discuss ways to settle disagreements within a group (e.g. timeout, rock/paper/scissors, etc.) *Demonstrate ability to stay on task when performing individual or group activities until task is complete *Participate in activities with a partner or group and understand the importance of team building *Team building activities *Basketball *Rhythms and Dance *Flag football *Throwing and Catching (e.g. egg toss, Frisbee, etc.) *Soccer *Floor hockey *Volleyball 	<ul style="list-style-type: none"> *Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments 	<ul style="list-style-type: none"> *Textbook Elementary Physical Education Teaching & Assessment, by Christine J. Hopple *Textbook Dynamic Physical Education for Elementary Students, by Robert P. Pangrazi *Websites Pecentral.org SPARKfamily.org Peuniverse.com

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	<p>shared goals during group physical activity</p> <p>*Identify safety procedures followed when working with a partner during structured group physical activity</p> <p>*Complete a task with a partner or small group in a given amount of time with little teacher intervention during a physical activity</p>			
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State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

- A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.A.2a Describe benefits of early detection and treatment of illness.</p> <p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings)</p>	<p>*Recall and/or recognize the feelings and/or symptoms of sickness</p> <p>*Know the proper amount of sleep necessary to maintain good health</p> <p>*Explain what can happen if medicines are used improperly</p> <p>*Explain how good hygiene can prevent illness</p>	<p>*Discuss basic signs and symptoms of illness (e.g. headaches, coughing, dizziness, stomach cramps, etc.)</p> <p>*Apply safety precautions and basic first aid to cuts, scrapes, and sprains</p> <p>*Explain the importance of sleep and how much is necessary (e.g. don't stay up too late)</p> <p>*Explain the importance to using medicines properly (e.g. asthma pumps)</p> <p>*Discuss importance of proper hygiene (e.g. brushing teeth, flossing, cleanliness, under-arm deodorant, etc.)</p> <p>*Station Work</p> <p>*Worksheets</p> <p>*Group discussions</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness</p> <p>*Website Pecentral.org</p>

<p>22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen)</p>				
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B. Describe and explain the factors that influence health among individuals, groups, and communities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media, and advertising)</p>	<ul style="list-style-type: none"> *Encourage proper hygiene among family members and classmates *Recognize potential dangers within the school and community *Describe how to access health-related services within the community *Discuss the components of a decision-making process *Discuss ways to make the school and community safer 	<ul style="list-style-type: none"> *Understand and be able to discuss the importance of proper hygiene and be able to discuss with classmates and family members *Understand tornado and fire-drill procedures and follow precise rules given by instructor *Students will be able to identify/recognize potential dangers such as unwanted stranger in the building/house, gas smell, or a weapon in school and understand proper safety procedures and how to safety contact authority *Understand good and bad choice (e.g. smoking vs not smoking) and be able to make the right choice *Station work *Worksheets *Group discussions 	<ul style="list-style-type: none"> *Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments 	<ul style="list-style-type: none"> *Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org

C. Explain how the environment can affect health.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer)</p>	<p>*Recognize different types of pollution (air, soil, water, noise) *Identify sources and/or causes of air pollution (smoke, exhaust, sprays, etc.)</p>	<p>*Discuss different types of pollution *Discuss sources of pollution *Discuss causes of pollution *Discuss health risks of the environment *Discuss certain types of poisons from exhaust or smoke (e.g. carbon monoxide) *Station Work *Worksheets *Group discussion</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org</p>

D. Describe how to advocate for the health of individuals, families and communities.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>22.D.2a Express opinions about health issues and communicate individual health needs.</p>	<p>*Talk about ways to reach out to others when you or they need help and/or friendship</p>	<p>*Understand the importance of being a good friend/family member and showing empathy and sympathy towards others when they truly need it *Group discussions *Worksheets</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org</p>

State Goal 23: Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous)</p>	<ul style="list-style-type: none"> *Locate the brain, heart, lungs, and stomach *Locate the bones in the body *Explain what muscles do for the body *Identify what gives the body its size and shape *Describe the basic functions of the circulatory system, respiratory system, and nervous system *Label parts of the respiratory system 	<ul style="list-style-type: none"> *Describe and understand the difference between the respiratory, nervous, and circulatory systems *Identify certain bones and muscles within the body <ul style="list-style-type: none"> -femur -tibia -fibula -heart -quadriceps -hamstrings -deltoids -biceps * Identify and label parts of the respiratory system <ul style="list-style-type: none"> -nose -mouth -lungs -alveoli *Station work *Venn Diagram work *Group Discussion *Worksheet 	<ul style="list-style-type: none"> *Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments 	<ul style="list-style-type: none"> *Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org

B. Explain the effects of health-related actions on the body systems.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet)</p>	<p>*Recognize the importance of eating breakfast *Recognize the relationship between exercise and muscular development *Define the word nutrient and calorie *Identify major nutrients and their food sources *Cite ways to build physical activity into daily routines *Classify foods into groups based on their major nutrient contribution</p>	<p>*Understand the importance of eating breakfast -Gives energy -Feel better at school -Perform better -Focus more *Discuss and understand different food groups -Carbohydrates -Protein -Dairy -Fruits/Vegetables -Grains *Understand what “nutrients” and “calories” are *Worksheets *Station work *Group discussions *Understand how to and the importance of reading a food label *Discuss importance of and strategies to incorporating daily physical activity in daily routines *Recognize positive effects of physical activity on the body systems</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org</p>

C. Describe factors that affect growth and development.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness)</p> <p>23.C.2b Identify stages in growth and development (e.g., states in the life cycle from infancy to old age)</p>	<p>*Discuss the value of practicing good health habits (sleep, nutrition, relationships)</p> <p>*Describe the importance of choosing healthy food as a fuel for physical activity and learning</p> <p>*Discuss how one’s behavior has consequences</p> <p>*Realize that learning to get along with others is a process unique to every person</p>	<p>*Discuss “fuel” foods</p> <p>*Discuss action-consequence relationship</p> <p>*Demonstrate interpersonal behaviors that can help people feel comfortable with each other</p> <p>*Discuss and understand importance of physical activity as a healthy choice and benefits it can have on different body parts such as the body systems (e.g. circulatory, nervous, and respiratory)</p> <p>*Discuss the importance of showing respect to others</p> <p>*Worksheets</p> <p>*Station work</p> <p>*Venn Diagram</p> <p>*Group discussions</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness</p> <p>*Website Pecentral.org</p>

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	<p>*Describe the importance of regular, sustained participation in physical activity for developing strong lungs, muscles, bones, and heart</p> <p>*Use communication effectively to promote better interpersonal relations</p> <p>*Demonstrate respect for others' feelings, rights and property</p>			
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D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>23.D.2a Locate, identify and describe functions of the basic parts of the brain.</p>	<ul style="list-style-type: none"> *Locate the brain in the body and identify basic parts of the brain *List ways the brain benefits from exercise *Map the brain and identify the cerebrum, occipital lobe and medulla (brain stem) *Given a picture of the brain, identify the cerebrum, prefrontal cortex, and medulla (brain stem) and give the general function of each 	<ul style="list-style-type: none"> *Understand that the brain is part of the nervous system *Map the brain and identify the cerebrum, occipital lobe, prefrontal cortex, and medulla (brain stem) *Discuss and list ways the brain benefits from physical activity *Discuss functions for different parts of the brain *Worksheets *Station work *Group discussion 	<ul style="list-style-type: none"> *Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments 	<ul style="list-style-type: none"> *Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>24.A.2a Identify causes and consequences of conflict among youth.</p> <p>24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language)</p>	<p>*List types of nonverbal communication (eyes, facial expressions, posture)</p> <p>*Apply positive communication skills to avoid conflict</p>	<p>*Understand and list different types of nonverbal communication (e.g. thumbs up, rolling eyes, nodding of head, shrugging shoulders, etc.)</p> <p>*Discuss how communication can be used to avoid conflict</p> <p>*Station work</p> <p>*Worksheets</p> <p>*Group discussion</p> <p>*Partner discussion</p>	<p>*Checklists</p> <p>*Rubrics</p> <p>*Exit Slips</p> <p>*Verbal Assessments</p> <p>*Worksheets</p> <p>*Written Tests</p> <p>*Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness</p> <p>*Website Pecentral.org</p>

B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>24.B.2a Describe key elements of a decision-making process</p>	<p>*Discuss consequences for poor health choices</p>	<p>*List benefits of a healthy lifestyle (e.g. long life, better shape, less stress, better relationships) *List consequences of an unhealthy lifestyle (e.g. chronic health diseases, shorter lifespan, more stress, etc.) *Worksheets *Group discussion *Partner discussion *Station work</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org</p>

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Late Elementary	Student Performance Descriptors	PE Lessons/Activities	Assessments	Resources
<p>24.C.2a Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation)</p>	<p>*Define “good” touch and “bad” touch *Describe uncomfortable situations as they pertain to strangers *Discuss ways to behave around strangers *Define and/or recite refusal skills *Identify when you may need emergency medical assistance *Identify characteristics of peer pressure</p>	<p>*Practice and discuss what to do if someone touches you inappropriately *Describe a situation in which you would need assistance *Practice how to tell a trusted adult when you feel uncomfortable or threatened *Discuss and understand the characteristics of peer pressure and how to safely approach peer pressure *Discuss when and how to use refusal skills (e.g. say no to smoking and drugs) *Worksheets *Group discussion *Partner discussion *Station work</p>	<p>*Checklists *Rubrics *Exit Slips *Verbal Assessments *Worksheets *Written Tests *Quarterly Common Assessments</p>	<p>*Textbook WOW! T.J. Learns About the World of Wellness *Website Pecentral.org</p>