Physical Education/Health
Curriculum Review
Summary
Goal Statement

Students who are physically fit and health literate have the knowledge, skills, and confidence to make informed decisions that will contribute to a lifetime of enriched social, emotional, physical, and mental health. All students of Ankeny’s comprehensive physical education and health program will have the opportunity, through a wide range of choices and options, to realize personal accomplishments, cultivate a positive sense of self, and develop accepted social skills and practices, all of which contribute to their growth into a healthy, productive citizen.

Professional Development Plan

The Physical Education and Health Professional Development Plan is designed to provide ongoing support to staff through the leadership of the physical education/health content facilitators with technical support from Curriculum and Instruction and additional outside resources.

Materials Adoption

The Health Review Team recommended the following adoptions:
Grades 8 and 9: *Wellness & Health*, Glencoe
Recreational Health: *Making Life Choices*, Glencoe

Assessment Plan

The K-12 Physical Education and Health Assessment Plan currently includes annual fitness testing. At the K-5 level, students participate in the Pacer Test as well as the mile run. Additionally, student progress toward the power standards in physical education is reported three times per year on the K-5 report card. At the 6-12 level, multiple components of fitness are measured bi-annually including flexibility, muscular endurance, and cardio-vascular endurance. *Body Composition 8-12: TBD *

Parent and Community Involvement

The Ankeny Physical Education and Health Team provides opportunities for schools and families to connect through activities that promote the program goal of overall health and wellness. According to research, family and community involvement in school-based physical activity provides numerous benefits. Community involvement encourages maximum use of school and community resources and creates a connection between school- and community-based physical activity and health opportunities. Current examples of this partnership include the following:

- 5K run
- Family Fitness Night (PV)
- Community workout partners
- Family Fun Runs
Outside Resources

The health and wellness resources in a community are significant assets in developing students into healthy, productive citizens. Early awareness of the availability of these resources can lead to lifetime access. Consequently, the Ankeny Physical Education and Health Team connect students to community-based health and wellness resources through a variety of units of study.

Current resources include the following:
- Farrell’s Extreme Body Shaping
- DoJo’s Family Martial Arts
- Polk County Conservation
- Marine Corp Partners
- National Guard Partners
- Kyle’s Bikes
- Balance Yoga
- YMCA
- Iowa DNR/Jester Park
- Mercy College Training Center/American Heart Association
- Ankeny Bowling Lanes
- Ankeny Fire and Rescue/Ankeny Police Department
- Areas Dieticians

Physical Education Course Descriptions

6th and 7th Grade Physical Education (Full Year)
Students will engage in a rigorous program emphasizing life-long fitness and wellness. Students will participate in a variety of individual and team fitness, outdoor, and indoor activities. Students will gain the knowledge, skills, and confidence to make informed decisions that will enhance their physical, emotional, social, and cognitive health. Students will use heart rate monitors to understand the valued effects of exercising at appropriate individual levels. Fitness testing will be used to customize individual fitness goals and differentiate instruction.

8th and 9th Grade Physical Education (Full Year)
Students will engage in programming designed to help them make informed health decisions in regard to their social, emotional, physical and mental health. The program emphasizes personal fitness, team sports and life skills through a variety of activities from which students have an opportunity to choose. Students will use heart rate monitors to understand the valued effects of exercising at appropriate individual levels. Fitness testing will be included each semester to address student needs throughout the year and will help facilitate goal setting and the skills needed to enhance individual health.

10th Grade Physical Education (Full Year)
Students will participate in a wide variety of activities to gain exposure to as many fitness activities as possible. Units include “Fit for Life” which involves lifetime fitness and wellness activities and concepts; “Team Activities” which includes flag football, volleyball, basketball, handball, floor hockey, and soccer/speedball; and “Individual & Dual Activities” which include badminton, table tennis, tumbling & dance, water safety, aerobic activities, pickleball, and bowling.
11th and 12th Grade Physical Education

Students in 11th and 12th grade are provided options in terms of their physical education coursework. Each 11th and 12th grade student is allowed to choose their area of emphasis from the one-semester courses listed below. While students must enroll in one physical education course each semester in order to fulfill graduation requirements, students may not enroll in more than one course per semester.

- **Advanced Strength and Conditioning (1 semester – meets daily)**
  Students will further develop strength and power. Weight training and running will be regular daily class activities. Students are required to follow a structured training program.

- **Wellness (1 semester – meets on alternating days)**
  Students will evaluate, monitor, and improve their personal fitness through participation in a variety of lifetime activities. Students will design and implement a personal fitness program in a non-competitive atmosphere. In this course activities will include: cardio machines, cardio activities, weight training, and a variety of fitness activities.

- **Racquet, Net, and Recreational Activities (1 semester – meets on alternating days)**
  Students will evaluate, monitor, and improve their personal fitness through participation in a variety of lifetime activities. In this course the activities will include: Badminton, Pickleball, Table Tennis, Volleyball, Lifetime Activities (Bocce, Croquet, Ladderball).

- **Team Activities (1 semester – meets on alternating days)**
  Students will evaluate, monitor, and improve their personal fitness through participation in a variety of lifetime activities. In this course the activities will include Cardio Kickball, Ultimate Frisbee, Softball/Wiffleball, Floor Hockey, Basketball and Soccer/Speedball.

- **Goal and Target Activities (1 semester – meets on alternating days)**
  Students will evaluate, monitor, and improve their personal fitness through participation in a variety of lifetime activities. In this course the activities will include: Archery, Basketball, Handball, Flag/Aerial Football, Disc Golf.

- **Extreme Fitness (1 semester – meets on alternating days)**
  Students will evaluate, monitor, and improve their personal fitness through participation in a variety of lifetime activities. In this course the activities will include: Circuit Training, Cross Training, Aerobics, Jogging & Conditioning, and Kick-boxing.

- **Iowa Adventure (1 semester – meets daily, 2 periods)**
  Students will engage in the exploration of the outdoor recreation opportunities and natural resources available in Iowa in this integrated social studies and physical education course. Throughout this course students will explore natural resources such as Iowa rivers, land forms, and wildlife trails. Additionally students will engage in outdoor recreational activities such as canoeing, snow shoeing, cross country skiing, and ice fishing. At the conclusion of this course students will earn 1 social studies elective credit and 1 required physical education credit.

6th -12th Grade P.E.O.P.E.L. PE (Full Year)

P.E.O.P.E.L PE is an adapted physical education class for students who need differentiated instruction in physical education and peer helpers from the general education population. Students will participate in a wide variety of activities to gain exposure to health, fitness, and recreation activities. An integral part of P.E.O.P.E.L PE is socialization and interpersonal skill
development. Students will engage in a variety of activities such as: team sports, fitness games, personal fitness plans, lifetime activities, project adventure activities, dance, Special Olympics, parachute, and other recreational activities.

**Health Course Descriptions**

**6th Grade Health (Full Year)**
Students will study health and wellness concepts that lead to personal wellness and encourage healthy living over a lifetime. This course will emphasize the study of time management and organizational skills, health and wellness, substance abuse, social health, emotional health, disease prevention and hygiene, nutrition, and human growth and development.

**7th Grade Health (Full Year)**
Students will study health and wellness concepts that lead to personal wellness and encourage healthy living over a lifetime. This course will emphasize the study of time management and organizational skills, health and wellness, substance abuse, social health, emotional health, fitness, and human growth and development. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management.

**8th Grade Health (Full Year)**
Students will study health and wellness concepts that lead to personal wellness and encourage healthy living over a lifetime. This course will emphasize the study of fitness, disease prevention, body systems, environmental health, safety and survival.

**9th Grade Health (Full Year)**
Students will study health and wellness concepts that lead to personal wellness and encourage healthy living over a lifetime. This course will emphasize the study of nutrition, substance abuse, social –emotional health, human growth and development, communicable diseases, CPR, and First Aid.

**10th -12th Grade Recreational Health and Life Choices (1 semester-elective)**
Students will study health and wellness concepts that lead to personal wellness and encourage healthy living over a lifetime. This course will emphasize the study of post graduation and early adulthood; human diseases, disabilities, and diversity; teen violence; health and recreational career opportunities; social/emotional health; communicable diseases; safety and survival skills; sexual decision making; and community resources.

**Consensus Maps**

Each course has created a consensus map that documents month by month the content of the unit, the essential questions for that unit, the alignment of the unit to the Iowa Core Curriculum, the resources used to teach the content, the common vocabulary for the unit, and the incorporation of technology into the unit. Throughout the 2010-2011 school year teachers will add teaching strategies and assessments that will be included in the consensus maps.
K-12 Physical Education Power Standards

Kindergarten Physical Education
K.01 Demonstrates locomotor skills (hop, gallop, and jump).
K.02 Demonstrates manipulative skills (toss and kick).
K.0 Engages in moderate to vigorous physical activity.

1st Grade Physical Education
1.01 Demonstrates in locomotor skills (skip, leap, and shuffle).
1.02 Demonstrates in manipulative skills (catch a ball/kick a ball, and jumps a swinging rope).
1.03 Engages in moderate to vigorous physical activity.

2nd Grade Physical Education
2.01 Demonstrates in locomotor skills (kick and jump).
2.02 Demonstrates in manipulative skills (overhand throw, catch, dribble a ball, jump rope).
2.03 Engages in moderate to vigorous physical activity.

3rd Grade Physical Education
3.01 Demonstrates fundamental, sport-specific skills.
3.02 Engages in moderate to vigorous physical activity.

4th Grade Physical Education
4.01 Demonstrates fundamental, sport-specific skills.
4.02 Engages in moderate to vigorous physical activity.

5th Grade Physical Education
5.01 Demonstrates fundamental, sports-specific skills.
5.02 Engages in moderate to vigorous physical activity.

6th - 7th Grade Physical Education
6-7.0 Incorporates strategic tactics in modified games or activities of increasing complexity.
6-7.02 Applies information from a variety of sources, both internal and external, to guide and improve fitness performance.
6-7.03 Engages in activities in a variety of settings for the purpose of achieving and maintaining health related fitness.
6-7.04 Recognizes the impact of individual differences within physical activity settings.
6-7.05 Applies cooperation skills to accomplish group/team goals in both cooperative and competitive situations.
6-7.06 Explains the components of health-related and skill related fitness and how each affects overall fitness.

8th -9th Grade Physical Education
8-9.01 Analyzes movement concepts and principles to independently refine skills and applies them to the learning of new skills.
8-9.02 Distinguishes the components of health related fitness and how these relate to their overall fitness status.
8-9.03 Engages in activities in a variety of settings for the purpose of achieving and maintaining health related fitness.
8-9.04 Develops SMART goals to guide healthy choices and active lifestyles in both school
and non-school settings.

8-9.05 Demonstrates the ability to initiate responsible personal and social behavior, function independently, in a physical activity setting.

8-9.06 Applies an understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills.

**10th -12th Grade Physical Education**

10-12.01 Refines and applies movement concepts and principles in the learning of new skills.

10-12.02 Participates in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.

10-12.03 Designs and implements a personal fitness program based on information attained through fitness assessments and personal goal-setting.

10-12.04 Demonstrates responsible personal and social behavior in a physical activity setting.

10-12.05 Engages in activities in a variety of settings and identifies movement principles and concepts.

**6th -12th Grade P.E.O.P.E.L. PE**

PPE.01 Demonstrates responsible personal and social behavior.

PPE.02 Engage in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.

PPE.03 Demonstrates an appreciation for physical activity for health, enjoyment, challenge, and/or social interaction by displaying positive attitude, motivation, and performance.

PPE.04 Recognizes the impact of individual differences within physical activity settings.

PPE.05 Applies cooperation skills to accomplish group/team goals in both cooperative and competitive situations.

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**6-12 Health Power Standards**

**Kindergarten Health**

K.01 Identifies what school can do to support personal health practices and behaviors. (T/N)

K.02 Identifies ways to locate school and community health helpers.

K.03 Identifies attitudes and behaviors which enhance health. (G)

**1st Grade Health**

1.01 Describes ways to prevent communicable diseases. (T/N)

1.02 Identifies trusted adults in the school and community, and know how to seek help. (G)

**2nd Grade Health**

2.01 Applies communication skills needed to seek help. (G)

2.02 Identifies when they need help. (G)

2.03 Distinguishes between appropriate and inappropriate behaviors. (G)

**3rd Grade Health**

3.01 Distinguishes between appropriate and inappropriate behaviors. (G)

3.02 Applies thinking skills to identify alternative solutions to a problem. (G)

3.03 Demonstrates healthy practices and behaviors to maintain or improve personal health. (T/N)

**4th Grade Health**

4.01 Describes ways in which safe and healthy school and community environments can promote personal health
4.02 Describes how family and culture influence personal health practices and behaviors.
4.03 Locates resources from home, school, and community that provide health information.
4.04 Demonstrates healthy practices and behaviors that will maintain or improve the health of self and others.

5th Grade Health
5.01 Recognizes that there are multiple dimensions of health.
5.02 Identifies what peer pressure looks like when influencing a decision. (G)
5.03 Demonstrates nonviolent strategies to manage or resolve conflict.
5.04 Identifies a personal health goal. (G)
5.05 Expresses opinions and give accurate information about health issues to encourage others to make positive health choices.

6th Grade Health
6.01 Identifies characteristics of emotional, mental, physical, and social health in adolescence.
6.02 Analyzes the relationship between healthy behaviors and personal health.
6.03 Examines the influences on healthy and unhealthy behaviors.
6.04 Practices effective verbal and non-verbal communication skills.
6.05 Demonstrates refusal and negotiation skills that avoid or reduce health risks.
6.06 Determines when health-related situations require the application of a thoughtful decision making process.

7th Grade Health
7.01 Describes the interrelationships of emotional, mental, physical, and social health in adolescence.
7.02 Identifies benefits and barriers to practicing healthy behaviors.
7.03 Recognizes the influences on personal health.
7.04 Recognizes the consequences of healthy and unhealthy decisions.
7.05 Creates a personal health goal.
7.06 Explains the importance of assuming responsibility for personal health behaviors.

8th Grade Health
8.01 Predicts how behaviors can affect emotional, mental, physical, and social health.
8.02 Communicates the benefits and barriers to practicing healthy behaviors.
8.03 Explains how school and public health policies can influence health promotion and disease prevention.
8.04 Recognizes the effect of the environment, culture, genetics, family history, and other influences on personal, family, and community health.
8.05 Analyzes the outcomes of a health-related decision.
8.06 Implements a plan to attain a personal health goal.
8.07 Demonstrates how to influence and support others to make positive health choices.

9th Grade Health
9.01 Evaluates the interrelationships of emotional, mental, physical and social health and create a plan to improve personal health.
9.02 Describes ways to reduce or prevent injuries by examining the likelihood and potential seriousness of injury or illness if engaging in unhealthy behaviors.
9.03 Evaluates the effect of the environment, culture, genetics, family history, and other influences on personal, family, and community health.
9.04 Describes how peers, personal values, and norms influence healthy and unhealthy behaviors.
9.05 Demonstrates skills for communicating effectively with family, peers, and others to enhance health for self and others.

9.06 Demonstrates refusal, negotiation, and collaboration skills to enhance and avoid or reduce health risks and resolve conflicts.

9.07 Analyzes a personal health goal.

9.08 Evaluates the potential short-term and long-term impact of alternatives when making health related decisions.

10th -12th Grade Recreational Health and Life Choices

RH.01 Analyzes the interrelationships of emotional, mental, physical and social health as relates to post secondary life styles.

RH.02 Recommends ways to reduce or prevent injuries and disease by examining the likelihood and potential seriousness of injury or illness if engaging in unhealthy behaviors.

RH.03 Identifies the benefits and purpose of health care and community resources effects on personal health.

RH.04 Analyzes how environment, culture, genetics and family history impact personal health.

RH.05 Analyzes how peers, personal values, and norms influence healthy and unhealthy behaviors.

RH.06 Demonstrates refusal, negotiation, and collaboration skills to enhance and avoid or reduce health risks and resolve conflicts.

RH.07 Determines the value of applying a thoughtful decision-making process to independent living situations.

RH.08 Predicts and defends the potential short-term and long-term impact of each alternative when making a health related decision on self and others.

RH.09 Advocates for improving personal, family, and community health through health enhancing messages.