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# Elementary Curriculum Handbook

## **Physical Education/Health**

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## Program Overview

**Physical Education/Health** is a lifelong process and is the shared responsibility of the student, home, school, and community. The **physical education/health** program in the Cobb County School District provides each student with the information to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and ready to participate in the total school program. Research shows that students, who are more physically fit, have good balance, rhythm, and coordination are more likely to be academically successful.

### **Physical Education**

#### **Physical Education: Program Goals**

As a result of studying **Physical Education** in the Cobb County School District, all students should be able to:

- Demonstrate competency in many movement forms and proficiency in a few movement forms
- Apply movement concepts and principles to the learning and development of motor skills
- Exhibit a physically active lifestyle
- Achieve and maintain a **health**-enhancing level of **physical** fitness
- Demonstrate responsible personal and social behavior in **physical** activity settings
- Demonstrate understanding and respect for differences among people in **physical** activity settings

## Assessment

Student's assessment is used to help guide instruction at all grade levels. Assessment will be varied and may include the following: informal, formal, student centered, and teacher centered. Assessment will be both formative (during the course of instructional units) and summative (after the instructional unit is over). Assessment is conducted to document student's success and mastery of the Cobb Performance Objectives. Performance-based assessment will also include assessment in the Cognitive (mental/knowledge), Psychomotor (movement skills), and Affective (expression) domains of learning. Teachers will use the FITNESSGRAM **health**-related fitness assessment

program. It will be used to determine base-line fitness levels and the setting of personal fitness **goals**. Based upon these **goals**, a fitness plan will be developed.

## **Instructional Portfolio**

Cobb County Public Schools endorses the **Skill Theme** approach to lesson content and teaching. Skill themes are fundamental movements that are later modified into more specialized patterns on which activities of increasing complexity are built. Once the basic skills are learned to a certain degree of proficiency, they can be combined with other skills and used in a more complex setting such as those found in games, dance, and educational gymnastics. **Curriculum Design** is based on the expectations of student mastery at the various levels of **education**.

- Building a Foundation: Pre K- Grade 5

Children in these ages are introduced to a wide range of skill themes and movement concepts. The focus is on developing a functional understanding of the concepts of space awareness, effort, and relationships.

- Exploring Possibilities Grade 6-8

In the middle years the focus changes from building a foundation to using the skills and concepts in a variety of movement forms. Skills continue to be developed and learned but the focus is on exposing students to a broad variety of content areas designed to stimulate interest in lifetime and **health**-enhancing activities.

- Developing Expertise: Grade 9-12

Exposure to many options in the middle school stimulates student interests and helps them to begin to narrow down **physical** activities that are personally enjoyable. A comprehensive understanding of personal fitness anchors many electives that are selected during the high school years.

## **Critical Elements**

Critical Elements are specific, observable elements of a mature motor pattern or skill. Teaching cues are beneficial in helping students internalize the mature form of movement skills. They are applied to all levels of instruction K-12. **Skill Levels** are designations of student proficiency in all movement skills. Skill Levels include: Precontrol, Control, Utilization, and Proficiency.

## **Grading/Report Cards**

\*For general report card information, see the [General Information Handbook](#).

Report Cards are a means of communicating student achievement. Grades are to be assigned from multiple sources of student performance throughout the school term. These grades will be based upon the Cobb Performance Standards and demonstrate student mastery of these objectives. The following content strands and skills will be integrated into every **physical education** unit. Grading will be weighted as indicated:

- **Physical Fitness** (not **physical** fitness performance)[(Grades 4-5) 25%]
- **Movement Competencies (50%)**
- **Movement Concepts (15%)**
- **Self-Management (10%)**

### **Skill Grades**

Skill grades will be based upon the following scheme: O=Outstanding, S=Satisfactory, N= Needs Improvement. Each student's grade will be based on their performance of their knowledge and skills in the following Core Strands: **Health-Related Fitness Concepts** (not **physical** fitness performance), **Movement Competencies** (throwing, catching, kicking, striking), **Movement Concepts** (movement in general space, directions, pathways, force, strategies etc), and **Personal/Social Responsibility** (cooperation, communication, etc.)

### **Grading Scheme**

Grades will fall into the following categories:

**Outstanding:** This grade is earned by accomplishing 80%-100% of the Core Strands in **Physical Education**

**Satisfactory:** This grade is earned by accomplishing 51%-79% of the Core Strands in **Physical Education**

**Needs Improvement:** This grade is earned by accomplishing 50% or less of the Core Strands in **Physical Education**

### **Effort Grades**

Effort grades are based on the student's ability to perform to her/his best ability. Active participation is critical in changing **physical** activity patterns for life-long wellness.

- Students are expected to come to the gymnasium prepared to participate fully in each lesson.
- Proper dress and attire is expected and includes safe footwear.
- Students are expected not to distract from the learning environment. Appropriate behavior is modeled and expected of all students.

## On-Line Resources

Cobb Performance Standards will be found on the Portal Integrating Curriculum, Assessment, and Student Systems Operation (PICASSO) <http://picasso.cobbk12.org>

The Cobb-Online Resources is another valuable wet of web-based resources educators have for lesson preparation in addition to the board adopted textbooks. This resource may be found at; <http://www.cobbk12.org/~mediaservices/OnlineResources/School/indexschool.htm>

## Instructional Materials

Core Instructional Materials Include:

Children Moving: A Reflective Approach to Teaching **Physical Education**; 2004; McGraw-Hill, Graham, Holt/Hale, Parker

- **Physical** Best Activity Guide, 2004, Human Kinetics
- **Physical Education** for Lifelong Learning, 2004, Human Kinetics

## *Health*

### **Health Education** Philosophy:

A student's **health** directly influences his or her success in school and beyond. For this reason, teachers need to understand factors that predispose, enable and reinforce healthy and unhealthy behaviors. **Health education** in Cobb County Public Schools is designed to provide students with the necessary knowledge and skills to: make decisions, become advocates of healthy living, and choose healthy behaviors for life. A unified approach to **education** for **health** and wellness (parents, community, school) coupled with a planned, sequential curriculum in **health education** throughout the school years is necessary to nurture the development of a lifestyle that fosters and exemplifies good **health** and supports learning.

The Cobb Performance Standards for **Health Education** outline the comprehensive scope of the program and the skills and knowledge students should acquire to lead a healthy, active lifestyle. Long-term, cooperative efforts among schools, parents and communities are necessary to provide effective comprehensive **health education** for our students. Parents are viewed as the students' first and primary **health** educator in **health education** with the schools serving in a collaborative role. For this reason, all parents must be given the opportunity and responsibility to review all **health** materials dealing with family life, sexuality and/or HIV/AIDS **education**. In addition, parents can opt their child out of family life and/or HIV/AIDS **education**, but only by putting this request in **writing**.

All print and non-print materials dealing with family life and HIV/AIDS **education** **must** be reviewed and recommended by the Human Growth and Development Advisory Committee (HG&D) and Board approved before it can be used in the classroom. The HG&D Committee is a

community-based advisory group composed mostly of parents. Their role is to provide guidance to the school system in implementing a comprehensive **health** program.

### **Health Education Standards:**

The Cobb County **Health Education** Performance Standards are based upon the following and endorse the National **Health Education** Standards:

1. Students will comprehend concepts related to **health** promotion and disease prevention.
2. Students will demonstrate the ability to access valid **health** information and **health-**promoting products and services.
3. Students will demonstrate the ability to practice **health**-enhancing behaviors and reduce **health** risks.
4. Students will analyze the influence of culture, media, technology, and other factors on **health**.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance **health**.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance **health**.
7. Students will demonstrate the ability to advocate for personal, family, and community **health**.

### **Assessment**

Student's assessment is used to help guide instruction at all grade levels. Assessment will be varied and should include the following: formal, informal, student centered, and teacher centered. Assessment will be both formative (during the course of instructional units) and summative (after the instructional unit is over). Assessment is conducted to document student's success and mastery of the Cobb Performance Objectives. Examples include but are not limited to: Portfolio and **writing** entries, **health** journal entries, project-based assessment options, student-centered self assessment, use of life skills, quizzing and testing of facts, application and analysis of **health** facts.

### **Grading/Report Cards**

\*For general report card information, see the [\*General Information Handbook\*](#).

Report Cards are a means of communicating student achievement. Grades are to be assigned from multiple sources of student performance throughout the school term. These grades will be based upon the Cobb Performance Standards and demonstrate student mastery of these objectives. The following content strands and skills will be integrated into every **health education** unit.

- Alcohol, Tobacco, and Other Drugs
- Disease Prevention
- Growth and Development

- Family Life (Grade 5)
- Mental/Emotional **Health**
- Nutrition
- Personal **Health**
- Safety

## Grades

Grades will be based upon the following scheme: O=Outstanding, S=Satisfactory, N= Needs Improvement. Each student's grade will be based on their performance of their knowledge and skills in the Core Strands listed above.

### Grading Scheme:

Grades will fall into the following categories:

**Outstanding:** This grade is earned by mastering 80%-100% of the Core Strands in **Health Education**

**Satisfactory:** This grade is earned by mastering 50%-79% of the Core Strands in **Health Education**

**Needs Improvement:** This grade is earned by mastering less than 50% of the Core Strands in **Health Education**.

### Effort Grades

Effort grades are based on the student's ability to perform to her/his best ability. Active participation is critical in changing healthy habits needed to develop life-long wellness.

- Students are expected to know/apply knowledge and skills of the **health** content strands.
- Students are expected to apply the **Health Goals** 2-7 listed above.
- Students are expected not to distract from the learning environment.

### On-Line Resources

Cobb Performance Standards will be found on the Portal Integrating Curriculum, Assessment, and Student Systems Operation (PICASSO) <http://picasso.cobbk12.org>

The Cobb-Online Resources is another valuable wet of web-based resources educators have for lesson preparation in addition to the board adopted textbooks. This resource may be found at; <http://www.cobbk12.org/~mediaservices/OnlineResources/School/indexschool.htm>

### Instructional Materials

The following core instructional materials have been adopted and will be used for instruction.

Your **Health**: *Harcourt Brace* ©1999

Child Lures: *Kenneth Wooten* © 2004

HealthWise: Puberty **Education** Program (5<sup>th</sup> Grade Only) Males and Females are separated during instruction