

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Physical Education and Health**

<b>Mission Statement</b>	Physical Education and Health assists students of all abilities in their continued physical, social, emotional, and cognitive development. This is accomplished through a variety of activities and skills. Physical education and Health encourages self-discipline, responsibility, and positive interactions with others. As a result, we hope students will choose and enjoy a healthy lifestyle.
<b>Course Sequence</b> (Grades 6-12)	<p>6<sup>th</sup> Grade - Physical Education</p> <p>7<sup>th</sup> Grade – Physical Education and Project Alert</p> <p>8<sup>th</sup> Grade – Physical Education and Health</p> <p>9<sup>th</sup> Grade – Team Sports and Conditioning</p> <p>10<sup>th</sup> Grade – Personal Fitness (1 Semester)  Health (1 Semester)</p> <p>11<sup>th</sup> Grade – Physical Education Electives</p> <ol style="list-style-type: none"> <li>1. Lifetime Fitness</li> <li>2. Applied Personal Fitness</li> <li>3. Junior Leaders</li> </ol> <p>12<sup>th</sup> Grade – Physical Education Electives</p> <ol style="list-style-type: none"> <li>1. Lifetime Fitness</li> <li>2. Applied Personal Fitness</li> <li>3. Senior Leaders</li> <li>4. P.E Leadership</li> </ol>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Personal Fitness/Weight Training	Resources that will support instruction Polar Heart rate monitors Computer Program: TriFit Weight room
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p><b>STATE GOAL 19:</b> Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</p> <p><b>STATE GOAL 20:</b> Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p> <p><b>STATE GOAL 21:</b> Develop team-building skills by working with others through physical activity.</p> <p><b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p>By the end of the activity the students will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate a circuit training workout.</li> <li>● Explain the value of a proper warm up and cool down.</li> <li>● Calculate his or her own individual target heart rate, resting heart rate, maximum heart rate and recovery heart rate.</li> <li>● Demonstrate proper safety procedures for the weight room.</li> <li>● List three health clubs in the Fox Valley Area.</li> <li>● Demonstrate proper spotting techniques for free weight lifting.</li> <li>● Demonstrate the proper lift at each station.</li> <li>● Demonstrate several cardiovascular and weight training workouts.</li> <li>● Understand the value of pre-tests and post-tests.</li> <li>● Know the various muscle groups and the activities that will stretch and strengthen these areas.</li> <li>● Describe a variety of aerobic activities suited to each individual's preference.</li> <li>● Understand the training principles of overload, progression, the rate of perceived exertion, and specificity.</li> <li>● Develop a personalized fitness plan and understand the benefits of incorporating activity into their daily routines.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Keep a daily journal that includes fitness/weight training program information.</li> <li>• Know how to maintain and clean up the weight room.</li> <li>• Understand the difference between the negative and positive movements in an exercise.</li> <li>• Identify all machines and free-weights and know what muscle groups apply to each.</li> <li>• Understand the F.I.T.T. formula</li> <li>• Explain body mass increases through weight training</li> <li>• Know ways to boost their bodies metabolism</li> <li>• Understand caloric expenditure with added muscle</li> <li>• Be aware of injury reduction through muscle increase</li> <li>• Explain the difference between endurance, power, and strength</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment  Fitness Log Final Exam	

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Obesity</b>	Resources that will support instruction Tanita Scale
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the activity the students will be able to: <ul style="list-style-type: none"> <li>● Know the difference between being overweight and obese.</li> <li>● Be aware of the body composition goals for teenage males and females.</li> <li>● Understand the risk factors for diseases associated with body composition.</li> <li>● Know why fat is important to have.</li> <li>● Know what fat free mass is</li> <li>● Know why girls have more fat than boys</li> <li>● Understand what basal metabolic rate is and how to calculate it.</li> <li>● Describe caloric intake and expenditure.</li> <li>● Know what their Total Body Water is.</li> <li>● Be aware of healthy hydration levels for males and females are.</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment Tanita Scale worksheet Obesity Quiz Final Exam	

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Training Principles</b>	Resources that will support instruction
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the activity the students will be able to: <ul style="list-style-type: none"> <li>● Know what a training principle is</li> <li>● Be aware of what a bodies adaptation is and how it happens</li> <li>● Understand the different levels of training adaptations</li> <li>● Know what specificity, overload, progressive overload, maintenance, retrogression, plateau, reversibility, and overtraining are</li> <li>● Be aware of the questions that need to be asked before starting a fitness program</li> <li>● Know what the goal of a warm-up and cool down are</li> <li>● Understand what periodization is</li> <li>● Describe what a macro, mezzo, and micro cycle are and how long they last</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment  Training Principle Quiz Final Exam	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Bones/Muscles</b>	Resources that will support instruction
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the activity the students will be able to: <ul style="list-style-type: none"> <li>● Know what our skeleton is and what it does for us</li> <li>● Identify what bones are in our legs and arms</li> <li>● Know what the “funny bone” is</li> <li>● Know the anatomical names for the collar bone and the shoulder blade</li> <li>● Be aware of the rib cage, what it does and how many there are</li> <li>● Identify the vertebral column and the five sections that make it up</li> <li>● Know what a pelvic girdle is</li> <li>● Recognize the muscles that make up the chest and the shoulder</li> <li>● Know what the gluteus maximus is</li> <li>● Understand the difference of where the triceps and biceps are</li> <li>● Identify the name of the largest muscle in the back is</li> <li>● Know what the “shrug” muscle is</li> <li>● Recognize what muscles are in the upper leg and what muscles are in the lower leg</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment  Bone and Muscle Quiz Final Exam	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Nutrition</b>	Resources that will support instruction Videos: Oprah show with Dr. Oz- Nutrition and Oprah show with Dr. Oz- Waist Management
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the activity the students will be able to: <ul style="list-style-type: none"> <li>● Know the 6 essential nutrients our body needs</li> <li>● Identify the best food sources for carbohydrates and proteins</li> <li>● Know the order in which our body uses nutrients for energy</li> <li>● Know the good fats and what food products contain them</li> <li>● Be aware of how much water one should drink a day</li> <li>● Identify how minerals and vitamins help the body</li> <li>● Know the caloric intake ranges</li> <li>● Know the recommended energy intake from fat</li> <li>● Understand what Omega3 fatty acids do</li> <li>● Recognize the difference between unsaturated fat, saturated fat, and trans fat</li> <li>● Know what fiber and protein does for the body</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment  Nutrition Cooking Project Video Quiz Final Exam	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Health and Skill Related Fitness Components</b>	Resources that will support instruction Tanita Scale Sit and Reach Box
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the activity the students will be able to: <ul style="list-style-type: none"> <li>● Know the 5 health related fitness components and describe each one</li> <li>● Identify the 6 skill related fitness components and describe each one</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment  Fitness Testing Health and Skill Related Fitness Components Quiz Final Exam	Other Evidence



## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Exercise and Injury</b>	Resources that will support instruction
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the activity the students will be able to: <ul style="list-style-type: none"> <li>● Know what medical readiness is</li> <li>● Identify which injuries are most common and on which body part are they most frequent</li> <li>● List and describe 3 overuse injuries</li> <li>● Determine what a side stitch is</li> <li>● Explain what a micro trauma is</li> <li>● Decipher between ligament, tendons, and joints</li> <li>● Know the R.I.C.E. formula and what it stands for</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment  Exercise and Injury Quiz Final Exam	Other Evidence

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	<b>Steroids/Dehydration</b>	Resources that will support instruction Videos: Bigger, Stronger, Faster Making Good Choices Tackling the Heat
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<b>STATE GOAL 24:</b> Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	By the end of the activity the students will be able to: <ul style="list-style-type: none"> <li>• Know the fine for possessing and/or selling steroids</li> <li>• Know when steroids were created</li> <li>• List the various ways steroids can be used</li> <li>• Know the patterns in which steroids are taken</li> <li>• Explain the negative effects steroids have on adolescents</li> <li>• Understand the risks involved with sharing needles</li> <li>• List withdrawal symptoms of steroid use</li> <li>• Decipher between negative and positive effects of steroids</li> <li>• Know how much one can sweat in an hour of working out</li> <li>• Know the color of a hydrated person’s urine</li> </ul>	
<b>Assessments</b>	Written assessment, game competition assessment  Dehydration Video Worksheet Steroid Quiz Final Exam	Other Evidence