

Agenda

1. Preliminary Procedures
 1. Call meeting to order & announce Open Meetings Act is Posted
 2. Public Notice as publicized per board policy
 3. Roll Call
 1. Action to excuse board members if necessary
 4. Pledge of Allegiance
 - 5.
 6. **1.5 Mission The school district of Seward--where every student, every day is a success--affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.**
 - 7.
 8. Approval of Agenda
2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)
 1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.
 2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
3. Reports
 1. Administrator Reports
 1. Superintendent's Report
4. Discussion Items
5. Old Business
 1. Second Reading of Board Policies
6. New Business
 1. MOU for SENCAP Services
 2. Health and PE Curriculum
 3. High School Band Trip
7. Future Agenda Items
8. Consent Agenda
 1. Approval of Minutes
 2. Approval of Financial Reports
 1. Treasurer
 2. Budget

- 3. Activities
- 4. Athletic
- 3. Approval of Claims
 - 1. General Fund
 - 2. Special Building Fund
 - 3. Unemployment Fund
- 4. Approval of Consent Agenda
- 9. Adjournment

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, August 12, 2019 at 5:30 p.m. for a board study session to be followed by the 7:00 p.m. regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to <http://SewardPublicSchools.org/> and find the eMeeting link.

School District of Seward Board Report

August 12, 2019

Jessica Dominy, Principal
Seward Elementary School

Enrollment: as of August 6, 2019

- Preschool: 53
- Kindergarten: 86
- 1st Grade: 96
- 2nd Grade: 90
- 3rd Grade: 109
- 4th Grade: 95
- Total: 529

Upcoming Seward Elementary Events:

- Wednesday, August 14th: 1st Day of School (1:15 Elementary Dismissal)
- Tuesday, August 20th: 1st Day of Preschool
- Tuesday, August 20th and Wednesday, August 21st: AIMSWEB Testing (Grades 1-4)
- Thursday, August 22nd: School Picture Day
- Tuesday, August 26th: PTO Meeting
- Thursday, August 26th: Kindergarten Parent Meeting
- Thursday, August 29th: PTO Color Run and Welcome Back Picnic, 5:30 - 6:30 PM
- Monday, September 2nd: No School, Labor Day
- September 4th - September 13th: NWEA Testing (grades 2-4)
- Friday, September 13th: Bulldog Buddies (Concordia football players read to students)

First Day of School Celebration:

The first day of school is Wednesday, August 14th. The theme for the 2019-2020 school year, is "This is the Greatest Year." Our circus theme (think The Greatest Showman) will focus on the many comparisons between a circus and a school! With so many moving parts and lots of action, as a school we all work together to make success a reality. We all know that there are many rings with action during a circus. When I look at the upcoming school year, I see all of the exciting action-packed events that will be our focus. We are beginning a new Strategic Plan this year, which will definitely bring us together with enthusiasm. Our Strategic Plan will be the action in many of the outside rings of our circus, focusing us on improvement and building unity. In the center ring are our most talented performers: our students and staff!!! The show wouldn't go on without the hard work, determination, and teamwork of each member of our SES team. We will begin our morning outside of the building, say goodbye to parents, and kick off what is sure to be the GREATEST year!

Staffing Changes:

We have two new teachers joining Seward Elementary this year: Jamie Moore and DeAnn Warren. We also hired one new paraprofessional: Kelly Jarzynka. Each of these ladies will bring a great deal of talents to our building. We are lucky to have them join the SES team!

Strategic Planning:

This year, we will enter year one in our strategic planning process. We are looking forward to getting started with our new plans to continue to focus our on improvement and growth. Action teams will begin their work right away during fall workshop and will continue throughout the year.

Thank You!

Our building is clean, organized, and ready for students, thanks to Larry, Rhonda, Jennifer, Tom, and all of the maintenance team! I greatly appreciate how much time and effort went into preparing our school for the upcoming year.

Thank you to Heidi, Christine, and Kathy at the District Office, and Michelle Austin and Jamie Fields as well! They made sure teachers have orders in their classrooms over the summer.

Board of Education Report
Seward Middle School - Kirk J. Gottschalk
12 August, 2019

1. Middle School Activities.

12 August – Middle School Open House, 1800-1930 hrs. (6:00-7:30 pm).

14 August – School starts, 1330 dismissal (1:30 pm)

21-23 Aug. – Outdoor Ed. at Camp Carol Joy Holling

2 Sept. – Labor Day, No School

*Football and volleyball practices usually start during the second full week of school with games beginning in mid September. Cross country practice will start on 15 August as their first meet is 29 August.

2. Staffing.

Two new full time teachers will be blessing our hallways at the middle school this school year. Mrs. Audrey Ahrens will be teaching 8th grade Language Arts and Mrs. Lori Voss will be teaching 5th grade resource. In addition, Ms. Emilia Brozek will come from the high school two periods a day to teach Ag. Science and Mr. Tom Pallas will do the same for two periods of physical education.

3. Outdoor Education.

Our 6th graders will be leaving for Camp Carol Joy Holling, near Ashland, on the morning of Wednesday, 21 August and returning Friday, 23 August. A meeting with the parents of those students attending is set for Monday night, 19 August at 1830 hrs. (6:30 pm).

4. Enrollment.

We are currently at **425** but nothing definite as we get new students coming in daily and getting requests for records of students who moved during the summer. These numbers hopefully are close to what we will begin with.

<u>Aug. 2019</u>	<u>Aug. 2018</u>	<u>Aug. 2017</u>	<u>Aug. 2016</u>
5 th Grade - 102	5 th Grade - 103	5 th Grade - 105	5 th Grade - 101
6 th Grade - 107	6 th Grade - 107	6 th Grade - 109	6 th Grade - 95
7 th Grade - 109	7 th Grade - 109	7 th Grade - 98	7 th Grade - 125
8 th Grade - <u>107</u>	8 th Grade - <u>102</u>	8 th Grade - <u>125</u>	8 th Grade - <u>100</u>
TOTAL. 425	TOTAL 421	TOTAL 437	TOTAL 421

5. Open House.

Our middle school Open House will take place on Monday, 12 August. New students and all 5th graders are invited to come as early as 6:00 pm while the rest of the students and their families will be welcomed between 6:30-7:30 pm. It is designed to give students and their parents an opportunity to get a look at the building, meet and greet teachers, bring in paper work and supplies as well as reduce some of the first day anxieties new students and some 5th grade parents get. I plan to meet with 5th grade and new parents in the gym at 1815 hrs. to provide some basic information.



Board of Education Report
August 2019
Seward High School
Scott Axt-Jill Johnson-John Moody



2019-2020 New Staff:

Erica Crouch-English/Speech

Ms. Crouch is coming to us from Anselmo/Merna Public Schools where she served for ten years as a 7-12 English teacher and speech/drama coach. Ms. Crouch is a graduate of Doane. Ms. Crouch will be teaching Speech and English 10. She will also be the head speech coach.

Ashlee Rickert-English 12 and English 9

Ms. Rickert is joining Seward High School after serving in Centennial and Crete School Systems. She brings ten years of English teaching experience. Ms. Rickert will be teaching English 9 and Senior Dual Credit English through Concordia University. Ms. Rickert is a graduate of Doane.

Ben Rickert-Vocal Music

Mr. Rickert is joining us from Centennial Public Schools with his wife Ashlee. Mr. Rickert has over ten years experience as a vocal music instructor. He is a graduate of Doane and the University of Nebraska. Mr. Rickert will teach all high school vocal music courses and lead the SHS choirs and also the school musical. Mr. Rickert will also assist with the Marching Band.

Aaron Blersch-Math

Mr. Blersch is a former Seward BlueJay and recent graduate from Concordia University. He just completed his student teaching at Lincoln Southeast High School. Mr. Blersch will teach Algebra and Trigonometry. Mr. Blersch will also serve as the Assistant Speech Coach.

Jeremey Fries-Math-Striv TV

Mr. Fries is joining Seward High School after a long career in Crete Public Schools where he was a high school math teacher and head baseball coach. Mr. Fries also ran Crete's Striv Tv program and taught math dual credit classes. Mr. Fries will teach Algebra II and Geometry. He will serve as an assistant baseball coach and be the director of the Seward Striv Tv Program.

Laura Goracke-Science

We are excited that Ms. Goracke will be returning to Seward Public Schools after serving at Sterling Public Schools for one year. Ms. Goracke will teach Physical Science, AP Environmental Science and 5th period elective science courses. Ms. Goracke is a tremendous teacher and knows the school system and students well. She will be a great addition to SHS!

Emilia Brozek-Agriculture and FFA

Ms. Brozek has three years agriculture teaching experience in Sterling Public Schools, where she wore many hats including the FFA sponsor. For the past year, Ms. Brozek was employed with University Nebraska High School where she wrote curriculum and helped manage classes for the online system. Ms. Brozek is a graduate of the University of Nebraska-Lincoln. She will teach Animal Science, Small Engines, and Intro to Agriculture course while also serving as the Co-FFA sponsor.

Freshman and New Student Orientation

Seward High School will be hosting a freshman and new student orientation on **Monday, August 12th at 7:00 p.m.** in the new theater. (Doors will open at 6:30 if students want to arrive early to start getting their T-shirts, schedules, fill out paperwork etc. to beat the rush, and learn more about student activities (tables will be setup in the main gym for more information) Parents/guardians and students will have an opportunity to visit

classrooms, meet teachers, find lockers, and get acclimated with the building. Information will also be provided regarding schedules, school policies, college planning, activity tickets, the automated lunch program, school organizations, and other relevant school information.

First Day of School

The **first day of school will be on Wednesday, August 14th**. The schedule for the day will be a shortened bell schedule with an 8:15 a.m. start and a 1:30 p.m. end. Lunch will be served. Students will be given an information packet that includes health insurance forms, school lunch information, health history, student demographic update and other school related information.

Chromebook Summer Distribution Plan

Chromebook distribution this year will take place on the dates indicated below. Students in grades 9-12 can pick up their Chromebook in the high school library. Students will need to come with a signed parent/student handbook receipt as well as an Chromebook User Agreement. The **(2019-2020 SHS Handbook can be found online at www.sewardpublicschools.org or www2.connectseward.org/edu/shs/index.html)**

9th/12th Grade Chromebook Checkout times

Thursday, August 8th: 8:00 a.m. – 4:00 p.m.
Friday, August 9th: 8:00 a.m. – 4:00 p.m.
Monday, August 12th: 1:00 p.m. – 8:00 p.m.

Building Preparation:

The custodial and maintenance department has been hard at work this summer preparing Seward High School for the first day of school. A special thanks to Tom Vajgrt, the summer maintenance crew, and Seward High School custodians. We also would like the board and Dr. Fields for making a large investment into the high school with all of the nice updates!

Activities

Fall Sports Practice/Physicals/Fees

The first official day of practice for football, softball, girl's golf, cross country and volleyball is **Monday, August 12th**. However, many sports have voluntary workouts and conditioning prior to the first practice.

Fall Sports Parent meeting

The Fall sports parent meeting is scheduled for August 13th at 7:00 pm in the new theatre. Parents will hear an overview before break out sessions with coaches regarding the upcoming season.

Booster Club Pictures

Booster Club button pictures will be taken after school on August 14th prior to practice.

Start of the season

The beginning of the Fall sports season is just around the corner, the date for each sport's home opener is shown below:

Softball, August 22nd
Girls Golf, August 30th
Volleyball and Cross Country, September 5th
Football, September 6th.



**School District of Seward
Board Report
Connie Biaggio, Director of Special Services**

August 6th, 2019

Here we go... the 2019-2020 academic school year is beginning and it really is exciting. There will be scheduling issues that will arise, transition problems that will need to be solved regardless of pre- planning time spent and new students, families and teachers to build relationships with!

Changes within any given year are of course expected. One major change in the special education department this school year is the addition of Mrs. Lori Voss as a new middle school special education resource teacher. Lori comes to us from Norfolk Public Schools most recently however she was an ESU 6 SUCCESS special needs instructor several years prior. Mrs. Voss is going to be a great addition to our staff! We are also welcoming four new special education para educators to the district. They are Jenny Krause, Christal Fehlhafer, Kelley Jarzynka, and Amy Kearney.

As you may remember, there are changes within our Sixpence program as well as we move to collaborating with ESU #6 instead of Blue Valley Community Action. Additionally, I'm pleased to be able to share that we received word in early June that the Early Childhood Endowment Board of Directors chose to increase our grant amount by \$7,000. This means our full funding for this school year and all future years is now set at \$167,000. The extra funding amount is to be used for supporting transportation of families to needed appointments and for bringing back Seward Family Nights, which use to occur six times annually. During 2018-2019, all required continuation criteria indicators were fully met by the program and there continues to be a waiting list for enrollment. Lastly, the Board of Directors of Grace Lutheran Church, which welcomed the program into their location a year ago rent free, granted the program use of one more room in the building beginning this year. This means more room for the monthly parent/child play and learns!

Speaking of grants, I'm also happy to share that our 19-20 Special Education PEaK (Promoting Engagement and Knowledge) grant was formally approved by NDE. This grant of \$10, 845 will be used to cover the costs of the attendance of 7-10 district teachers /administrators at the THIRD State MTSS (Multi Tiered System of Support) conference in Kearney on September 4th, 5th and 6th. It is important to note that the plan for the MTSS conference is such that not all attendees will be gone from the district all three days for the conference. Attendance days for specific individuals will be determined once the full conference schedule becomes available. This funding will also provide for further MTSS work by the MTSS district wide

committee that was formed last spring. More on this initiative will be shared with you in future months as the committee attended an NDE MTSS presentation in June and has had two work days in district during June and August. PEaK grant funds will also partially cover the cost of the national speaker coming to the district on our October professional development day.

In closing I want to share that at this time our special programs student counts are changing each day thus I have not included that data chart in this report. By the end of the month the numbers should stabilize enough so that the data can be shared in my September board report.

One current number that I can highlight is that within our three preschool program sessions we are serving 54 children and we have a waiting list of children still looking for preschool this year. We also have names of children wanting to attend in 20-21 and even 21-22. Certainly this indicates that our program is well respected and that there is a need for early childhood programming in our area.

That's it for now!

Respectfully submitted by Connie Biaggio, Director of Special Services



August 2019 Board Report for Curriculum and Staff Development

Board Members,

The 2019-2020 school year is about to begin and with it comes the excitement of a new school year for staff, students, and families. We are busy in staff development planning a variety of staff development opportunities for our new and veteran staff to help our staff meet the needs of all of our students.

Curriculum

SCHOOL DISTRICT OF SEWARD

410 South Street
Seward, NE 68434

The 2018-2019 curricular focus was in the area of health and physical education. Our PE and health teachers have been busy this summer creating their curriculum guides that align to the Nebraska and National standards. At the August board meeting, I will be sharing with you our curriculum guides for your approval. The curriculum guides outline the standards, learning goals, lesson content, assessment, and vocabulary that will guide our instruction. The curriculum guides for these subjects look a little different than other curriculum guides that have a more defined set of resources- math for example.

The 2019-2020 curricular focus is on foreign language, music, band and Family Consumer Science. The state of Nebraska will be releasing new foreign language standards this year so this will be a timely curriculum cycle for this subject area.

Instruction

Our strategic planning team identified mental health as a priority area for our school district. We will be exploring mental health this year within our staff development and PLC process, however, we will be looking at it through the lens of identifying the supports necessary in order for the students to access instruction. It is imperative that we keep the focus on learning, but we know that many students need various supports in order to be available for learning. We will work through staff development to help teachers connect the dots between our instructional model and supports we can give students to help with mental health, perseverance, grit, and resilience.

Staff Development

Our new teachers and Mrs. Collings attended the Effective Instruction Series which is organized by ESU #6 and was held at Seward Middle School this year. The ESU asked if we would be willing to host the event in order to provide more space and options for the teachers to select professional development targeted toward their needs. This training is a great way for us to get to know the new staff and for new staff to get to know each other. I am proud to say that the principals have done an outstanding job selecting teachers who want to get better, love learning, and want to do what is best for kids. New teachers were brought up to speed on a variety of content and research based instructional strategies.

Fall workshop is a great opportunity to work with our staff on our strategic plan priorities. Our plan for Fall workshop covers everything from Mental Health to technology and everything in between. Our strategic planning teams will be working together to identify priorities and plan their work for the school year. The Fall workshop Agenda is attached to this report.

Assessment

State-level assessment data is currently not available, as we plan small groups and interventions for our students we will be using local assessments as well as past assessment results to plan. We are under the assumption that NSCAS Data may be available in mid-August for preliminary viewing.

Preliminary ACT data is available and families have been sent information about individual results of students. Group data and Nebraska proficiency ratings should be available in the near future.

I look forward to a fantastic school year and I thank you for your support.

Dr. Matt Dominy

NEW TEACHER ORIENTATION

SEWARD PUBLIC SCHOOLS

OUR MISSION

The school district of Seward –where every student, every day is a success – affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.

WEDNESDAY, AUGUST 7TH

8:00-10:00 Meet with Central Office Staff about procedures and paper work. Dress professionally for pictures at 8:00. Location: District Office- 410 South St.

10:15-12:30 Meet with your principal- Your assigned building

12:30-1:30 Lunch at Valentino's

1:30-4:00 Information regarding Special Education, Technology and Staff Development- Middle School Library

THURSDAY, AUGUST 8TH - NEW TEACHER WORK DAY

8:00-10:00 Work time in your classroom

10:00-12:00 Meet with your mentor- Tour building, building procedures, etc.

12:00-1:00- Lunch and 403B Meeting

1:00-4:00- Work time in your classroom

ABOUT US

The School District of Seward is located in Seward and Butler Counties and covers 245 square miles. The class 3 Pre-12 district is accredited by the state of Nebraska.

Community

Seward, Nebraska has a population of 6,900 people and serves as the county seat of Seward County. It is located in Southeastern Nebraska and is served by US Highway 34 and Nebraska Highway 15. Interstate 80 is located five miles to the south. Seward is 25 miles northwest of Lincoln and 82 miles southwest of Omaha, NE.

Communities served by Seward Public Schools include: Seward, Garland, Goehner, Staplehurst, Tamora, Bee, and Ulysses.

Our current enrollment is approximately 1450 students and we employ 120 teachers and 95 support staff members.

MORE ABOUT THE ORIENTATION

The first half of the day on Wednesday will begin at the district office where we will explain some of the typical day-to-day procedures and have you complete necessary paperwork.

Please bring your teaching certificate, driver's license, social security card, SS#'s for your beneficiaries, and a voided check of the account where you want your pay checks deposited.

Following this meeting, you will go to the building to which you are assigned to and meet your building principals. We will then meet for lunch at Valentino's.

After lunch, we will go to the middle school library to learn more about district programs/procedures. Featured speakers will include Ms. Biaggio, Director of Student Services, Mr. Williams, Technology Coordinator, Mr. Buss, Assistant Technology Coordinator and Sub Coordinator, and Dr. Dominy, Director of Curriculum and Staff Development.

August 8th will be a work day and you will also meet with your mentors to hear about building level procedures, expectations, and background information regarding the operations of the school in general from a teacher's perspective. We will meet at noon in the Middle School Library to hear from our 403B sponsor who will also provide lunch. We hope that between the training at the ESU, our time with you, and professional development throughout the year, you will feel comfortable about starting your new journey with us.

Welcome to Seward, we are glad that you are here!

2019-2020 Fall Workshop

August 9,12,13th "Let's Come Together for Students!"

Elementary Schedule

Friday, August 9

- 7:00-8:00 Optional Coffee Drive-thru at Ridgewood
- 8:15-8:45 Welcome back reception RM 110
- 8:45-11:30 SES Grade Level Meetings
- 11:30-12:30 Lunch on your own
- 12:30-4:00 Grade Level Meetings as needed

Monday, August 12

- 8:00-8:30- All Staff Breakfast- HS Cafeteria
- 8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
- 9:15-9:45 Employee Assistance Program- HS Theatre
- 9:45-10:00- Welcome and Message- Dr. Dominy- HS Theatre
- 10:15-12:00-Building Meetings- RM 110
- 12:00-1:00- Lunch On Your Own
- 1:00-2:30 PD Topic- Connecting the Dots: Mental Health and Learning- RM 110
- 2:30-3:00 Counselors meeting SES Conf. room
- 3:00-3:30 Nurses Meeting- SES Conf. room
- 2:30-3:30- All HS coaches-SHS Lib.
- 3:30-4:00- Varsity Head Coaches- SHS Lib.

Tuesday, August 13

- 7:00-8:00- Optional Breakfast at Heartland Park
- 8:00-9:30 Building Meeting- RM 110
- 9:30-12:00 Strategic Planning- location TBA
- 12:00-1:00- SEA Luncheon- HS cafeteria
- 1:00-2:00- Crisis Team Meeting- SMS library
- 2:00-3:00 Emergency Response Team Meeting- SMS library
- 3:00-4:00 MS Coaches Meeting- SMS Library

Middle School Schedule

Friday, August 9

- 7:00-8:00 Optional Coffee Drive-thru at Ridgewood
- 8:15-8:45 Welcome back reception- MS Lib.
- 8:45-11:30 SMS Grade Level Meetings
- 11:30-12:30 Lunch on your own
- 12:30-4:00 SMS Grade Level Meetings as needed

Monday, August 12

- 8:00-8:30- All Staff Breakfast- HS Cafeteria
- 8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
- 9:15-9:45 Employee Assistance Program- HS Theatre
- 9:45-10:00- Welcome and Message- Dr. Dominy- HS Theatre
- 10:15-12:00-Building Meetings-MS Library
- 12:00-1:00- Lunch On Your Own
- 1:00-2:30 New Computer Orientation- MS Library
- 2:30-3:00 Counselors meeting SES Conf. Room
- 3:00-3:30 Nurses Meeting- SES Conf. Room
- 2:30-3:30- All HS coaches-SHS Lib.
- 3:30-4:00- Varsity Head Coaches- SHS Lib.

Tuesday, August 13

- 7:00-8:00- Optional Breakfast at Heartland Park
- 8:00-10:30 Strategic Planning- Location TBA
- 10:30-12:00 PD Topic- Connecting the dots: Mental Health and Learning- MS Library
- 12:00-1:00- SEA Luncheon- HS cafeteria
- 1:00-2:00- Crisis Team Meeting- SMS library
- 2:00-3:00 Emergency Response Team Meeting- SMS library
- 3:00-4:00 MS Coaches Meeting- SMS Library
- 2:45-4:00- Special Education Meeting- SES-110



High School Schedule

Friday, August 9

- 7:00-8:00 Optional Coffee Drive-thru at Ridgewood
- 8:00-8:30 Welcome Back Celebration- Library
- 8:30-11:30 SHS Department Level Meeting
- 11:30-12:30 Lunch on your own
- 12:30-4:00 Department Level meetings as needed

Monday, August 12

- 8:00-8:30- All Staff Breakfast- HS Cafeteria
- 8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
- 9:15-9:45 Employee Assistance Program- HS Theatre
- 9:45-10:00- Welcome and Message- Dr. Dominy- HS Theatre
- 10:15-12:00-Building Meetings- HS Lib
- 12:00-1:00- Lunch On Your Own
- 1:00-2:30 Building meetings continued- HS Lib
- 2:30-3:00 Counselors meeting SES Conf. Room
- 3:00-3:30 Nurses Meeting- SES Conf. Room
- 2:30-3:30- All HS coaches-SHS Lib.
- 3:30-4:00- Varsity Head Coaches- SHS Lib.

Tuesday, August 13

- 7:00-8:00- Optional Breakfast at Heartland Park
- 8:00-9:30 PD Topic- Connecting the dots: Mental Health and Learning- HS Library
- 9:30-12:00 Strategic Planning - Location TBA
- 12:00-1:00- SEA Luncheon- HS cafeteria
- 1:00-2:00- Crisis Team Meeting- SMS library
- 2:00-3:00 Emergency Response Team Meeting- SMS library
- 3:00-4:00 MS Coaches Meeting- SMS Library
- 2:45-4:00- Special Education Meeting- SES-110

Thank you

We are thankful for our community partners who are helping create a Fall workshop that is fun, engaging and purposeful.

Ridgewood: 624 Pinewood Ave, Seward, NE 68434

Heartland Park: [500 Heartland Park Dr. | Seward | NE 68434](#)

Seward County Chamber and Development Partnership

2002
Organization of the Board

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1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.
- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of

the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. A treasurer from the board will be designated on a year-to-year basis.
- ii. The treasurer will sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized by the board and has been duly countersigned by the president.
- v. The vice president or secretary may sign any warrant in the absence of either the president or the treasurer.

3. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:

If the board is split between two members, the officer will be determined by coin flip. The winning

member will be the officer for the upcoming year unless the position changes by action of the board.

- i. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
- ii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

4. Committees

a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.

b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:

- i. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our

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constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;

- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or
 - 3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event; and
- viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a

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report to the school board regarding the committee's findings and recommendations.

5. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.
 - ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: _____

Revised on: _____

Reviewed on: _____

**2006
Complaint Procedure**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board

members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's

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Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint he or she may appeal the decision to the board.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or

harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.

- e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities.

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by

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the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

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Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

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Revised on: _____
Reviewed on: _____

2014

Relationship with District Legal Counsel

The board will engage legal counsel to assist it and the administration in dealing with legal issues. When the district faces circumstances in which legal counsel may be needed between board meetings, the board president or superintendent may engage legal counsel on the board's behalf.

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The superintendent and the board president shall have the authority to contact the school's legal counsel on behalf of the district. The superintendent may give other members of the administration permission to contact the district's legal counsel on an as-needed basis. Individual board members other than the president may not contact the district's legal counsel on behalf of the board without the approval of the board president or a majority of the board.

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Any board member who contacts the district's legal counsel without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact.

The superintendent will, to the extent permitted by law, keep the board informed of matters in which the district's legal counsel is involved.

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Revised on: _____
Reviewed on: _____

**3003.1
Bidding for Construction, Remodeling, Repair, or Related
Projects Financed with Federal Funds**

I. Applicability of the Policy

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds \$100,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

II. All projects undertaken pursuant to this policy will be subject to the following bond requirements

A. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.

B. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.

C. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

III. Construction Projects with an Anticipated Cost of Under \$250,000

A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to \$10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

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2. Construction with an Anticipated Cost of between \$10,000 and \$250,000 (Small Purchase Procedures)

For construction projects subject to this policy, small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

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B. Construction Projects with an estimated cost of between \$100,000 and \$249,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

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Pursuant to Nebraska law, construction projects which have an anticipated aggregate cost of \$100,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between \$100,000 and \$250,000.

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IV. Construction Projects with an Anticipated Cost Over \$250,000

A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of \$250,000 or more will be publicly solicited using the sealed bid method

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publically advertised;
2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. Sealed bids will be publically opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.
4. The contract will be awarded to the lowest responsive and responsible bidder.
 - a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.
 - b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.
 - c) Any or all bids may be rejected if there is a sound documented reason.
5. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.

2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

6. Bids will be reviewed by the Superintendent and/or designee and submitted to the board for approval.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its

equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

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V. Other Contract Matters.

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A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

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B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

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To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

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C. Full and Open Competition

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

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D. Debarment and Suspension

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The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

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The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

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The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

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E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

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F. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

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b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years

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before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Construction Records for Projects Financed with Federal Funds

a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of construction records shall be in accordance with applicable law and Board policy.

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VI. Conflict of Interest and Code of Conduct

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A. Board and staff member conflicts of interest are governed by the district’s conflict of interest policies.

B. Contracts covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

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2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

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3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

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D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, or agents of the District at the board’s discretion.

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3004.1

Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to \$10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy “reasonable” means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between \$10,000 and \$250,000 (Small Purchase Procedures)

Small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district’s standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over \$250,000

a) Sealed Bids (Formal Advertising)

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board’s policy on Bidding for Construction, Remodeling, Repair or Site Improvement.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. Noncompetitive Proposals (Sole Sourcing)

- a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
 - 1) The item is available only from a single source;
 - 2) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - 3) The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; or
 - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

- 1.** Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, or agents of the District at the board's discretion.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000.
2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.
3. Computing Devices means machines used to acquire, store, analyze, process, and publish data and other

information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.

4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
 - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
 - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;

6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency.

V. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

C. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. §

75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

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c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: _____

Revised on: _____

Reviewed on: _____

"Option B"
3016

Use of Tobacco Products

The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

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3028
Sex Offenders

The safety of the students attending school is very important to the board of education. School employees, parents, and students should be aware of dangers posed by sex offenders living within the school district, and should be vigilant in providing protection against these dangers.

The Nebraska Legislature has enacted the Nebraska Sex Offender Registration Act. The Act requires sex offenders to register with the local county sheriff where they reside. The school district shall notify staff members, parents, and students of any registered sex offenders residing in the school district. Such notice shall contain information about the availability of further information on the State Patrol's web page, and shall inform the recipient of the prohibition against using the information for any retaliatory purpose against the sex offender, the offender's family, or the offender's employer. Only information deemed non-confidential pursuant to NEB. REV. STAT. §§ 29-4006 and 29-4009 will be disclosed in the aforementioned notification.

The board does not generally permit registered sex offenders on school grounds, at any school sponsored activity, or on any property under the control of the school district. The superintendent or his/her designee is hereby empowered to notify sex offenders of this policy and to grant limited permission to attend certain activities on a case-by-case basis.

Students who are registered sex offenders shall not be precluded from receiving a free education from the school district on that basis. The school district will consider a student's status as a registered sex offender in determining the student's educational placement and program.

Adopted on: _____
Revised on: _____
Reviewed on: _____

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Obligation to Report threatening Statements or Behaviors.

All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

2. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent of schools, building principal(s), guidance counselor and local law enforcement. It also could include the school nurse, members of the mental health profession who would be willing to work with the school. It should not include parents or board members. Members of the school crisis team may also serve on the threat assessment team. The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

3. Threat Assessment Investigation and Response

All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school

safety will immediately be forwarded to a member of the team. Upon receipt of an initial report of any threat, the team will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

4. Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community informed about possible threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

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5. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

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Revised on: _____
Reviewed on: _____

3046
Animals at Schools

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Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent or his or her designee except as provided in this policy or as otherwise required by law.

I. USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

II. SERVICE ANIMALS

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A “service animal” is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks **do not** include the crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler’s disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. **See also,** Miniature Horses below.

School District Inquiries. School officials **may** ask the owner or handler of an animal whether the animal is required because of a

disability and what work or task the animal has been trained to do **unless** the answers to these inquiries are readily apparent. School officials **may not** ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied **before** a service animal will be allowed in school buildings or on school grounds:

Request. A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used.

Health and Vaccination. The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the service animal;
- (2) The service animal is not housebroken;
- (3) The service animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence fundamentally alters the nature of the service, program, or activity.

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The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

- (1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (2) Whether the handler has sufficient control of the miniature horse;
- (3) Whether the miniature horse is housebroken; and

- (4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

III. THERAPY ANIMALS

The school district supports the use of therapy animals by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

Therapy Animal. A "therapy animal" is an animal that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy animals are not "service animals" as that term is used in the American with Disabilities Act. The animal must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy animals are personal property of the Owner and are not owned by the school district.

Therapy Animal Standards and Procedures. The following requirements must be satisfied **before** a therapy animal will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy animal to school must submit a written request form to a principal or superintendent. The request form is attached to this policy. The request must be renewed each school year or whenever a different therapy animal will be used.

Training and Certification. The Owner must submit training and certification information requested by the Superintendent or his or her designee. Any certification required by the school district must remain current at all times.

Health and Vaccination. The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to such animals. The Owner must submit proof of current required licensure from the local licensing authority and proof of the therapy animal's current vaccinations and immunizations from a licensed veterinarian, if applicable.

Control. A therapy animal must be under the control of the Owner at all times.

Identification. The therapy animal must have appropriate identification identifying it as a therapy animal.

No Disruption. The therapy animal must not disrupt the educational process by any of its behaviors.

Health and Safety. The therapy animal must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Animals. The Owner is solely responsible for the supervision and care of the therapy animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Area(s). The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the therapy animal;
- (2) The therapy animal is not housebroken;
- (3) The therapy animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted suffers an allergic reaction to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Other Therapy Animals. Therapy animals (1) owned by students, patrons, or other non-school employees or (2) owned by school employees for their own benefit will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: _____
Revised on: _____
Reviewed on: _____

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The therapy animal portion of this policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer. .

Technology in the Classroom

I. In General

The district desires to use technology in a way that aides in the education of students. New devices and applications offer a number of helpful tools that can improve the student experience and increase learning. Many of these devices and applications also create concerns about student privacy. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

II. Devices

A. Non-district issued electronic devices may be provided by teachers for use in their classroom, so long as the use of such devices is supervised by a staff member and subject to the conditions set forth below.

Teachers who wish to bring a device into the classroom should inform the principal before deploying the device. The building principal may at his or her discretion prohibit the use of such devices or otherwise limit their use. The building principal may at any time direct that a teacher discontinue use of a given device.

1. Smart speakers such as Google Home, Amazon Echo, Apple HomePod, and similar devices may be approved for use in the classroom. The device must be registered to an account linked to the classroom teacher’s school email address. The district will not maintain any records created by use of the smart speaker device. Any record of use will be considered non-record communications pursuant to Nebraska’s Records Management Act, and not be maintained by the district.

2. All other electronic devices that connect to the internet that a staff member wishes to use for the education of students should be disclosed to the administration prior to use.

B. Assistive technology may be used in district classrooms. Any assistive technology, such as an AngelSense device, that actively or passively create or transmit audio or video recordings must have that function disabled while the student uses the device in a district classroom unless required by law. No assistive technology devices will be permitted to record or transmit the classroom activity of other students unless required by law.

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- C. Any classroom recordings made by a staff member will be made pursuant to district policy.

III. Applications

- A. School as Agent. The school will serve as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.
- B. District Applications. The district uses various software applications to record, track, and store student data. Each application selected by the district is in compliance with federal and state law, to the best of the administration's knowledge. Should the district become aware that an application used by the district has suffered a data breach, or been found to be out of compliance with federal or state law, the district will investigate the scope of the violations and notify students, parents, and staff in accordance with district policy.
- C. Staff-Selected Applications.
 - 1. Staff are permitted to select applications for use in the classroom.
 - 2. Staff must perform basic due diligence to ensure that the application is safe for students and serves a pedagogical purpose. Staff must notify their supervising administrator of the application they plan to use as part of their lesson plan prior to their use in the classroom. The district may at any time direct that a teacher discontinue use of a given application. The district will provide training on the relevant student privacy laws to staff members who are selecting and deploying applications in the classroom.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4045
Assessment Administration and Security

The purpose of all testing and assessments is to measure students' knowledge, skills or abilities in the area tested. All staff members are prohibited from engaging in any behavior that adversely affects the validity of test scores as a measure of student achievement. This

policy applies to all national, state, and local assessments, including both standardized and general classroom assessments.

1. Assessment Responsibilities

- a. Each building principal, in consultation with the Superintendent and classroom teachers, will be responsible for:
 - overseeing the scheduling of state administered assessments, training all staff who administer assessments, and ensuring that all assessments, including make-up testing, is completed within required testing windows;
 - obtaining Standards, Assessment and Accountability Updates from the Department of Education and circulating the relevant portions of those updates to other staff members;
 - informing the board of education of changes to the Nebraska Student-Centered Assessment System Security Procedures; and
 - signing and enforcing the Nebraska Student-Centered Assessment System Security Agreement.
- b. Every classroom teacher or other staff member who administers assessments is responsible for:
 - complying with the Nebraska Student-Centered Assessment System Security Procedures;
 - taking all reasonable and prudent steps to ensure the accuracy and integrity of all academic testing, including statewide assessments; and
 - ensuring the security of all test materials.

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2. Security Violations and Cheating

a. Classroom assessments

Staff members who suspect students of having cheated on a classroom assessment should conduct a reasonable inquiry and impose consequences on the student consistent with classroom rules and the student handbook.

b. **State Accountability Tests**

Staff members who suspect a breach of security on State Accountability Tests, must promptly report their suspicions to the building principal or superintendent. The superintendent must notify the Department of Education’s Statewide Assessment Office and follow the Department’s protocol for Reporting and Investigating Test Security Violations.

Staff members who engage in or enable students to engage in academic dishonesty in any testing or assessment will be subject to discipline up to and including the immediate cancellation of their employment contract.

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Revised on: _____
Reviewed on: _____

4047
Job References to Prospective Employers

All requests for employment-related references or employment history by prospective employers of current or former employees must be referred to a member of the administrative team. The administrator will either provide a reference in compliance with this policy or will forward the request to the superintendent.

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If the school district is subject to a written separation agreement regarding a particular employee, the terms of that agreement will govern the district’s response to requests for information, regardless of any written consent provided to the school district.

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If the school district is not bound by a separation agreement and receives a legally enforceable written consent to release information, the district may provide the information authorized by that document. The school district may provide additional truthful information to

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prospective employers of current and former employees in accordance with this policy.

Employees Suspected of Sexual Misconduct Against a Minor or Student

Apart from the routine transmission of administrative and personnel files or unless otherwise permitted by law, the district and any employee, contractor, or agent of the school district is prohibited from providing any employee any assistance in obtaining a new job if the school district or the individual acting for the school district has probable cause to believe said employee has engaged in sexual misconduct with a student or minor in violation of the law.

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5002 Admission of Students

Students shall be admitted to the school district who are:

- legal residents of the school district or otherwise entitled by Nebraska law to attend the schools of the district tuition-free;
- approved for option enrollment pursuant to policy;
- approved as foreign exchange students pursuant to policy;
- legal residents of a district that has contracted with this district for their educational services;
- statutorily entitled to attend the schools of the district on a part-time basis pursuant to policy; or
- out-of-state students who have been enrolled pursuant to policy.

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Students who have been placed in a foster home within the school district are not residents of the district and will not be permitted to enroll unless the district has received a written determination from

the Nebraska Department of Health and Human Services that it is in the best interests of the student not to attend his or her district of residence.

Prior to enrolling any student who is a ward of the state of Nebraska or a ward of any court, the district will ask to review a completed copy of the "Education Court Report Form" promulgated by the Nebraska Supreme Court's Commission on Children and Families in the Courts - Education Sub-Committee. If there is no such completed form, district staff will offer assistance to the appropriate responsible individual in securing the information necessary to complete the form as part of the district's enrollment process.

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Except in adult education classes or when otherwise required by law, no student who is of 21 years of age or older, or who has earned a high school diploma or its equivalent will be allowed to be enrolled in or continue to attend school in the district.

Students who seek to enroll in the district must comply with each board policy, state statute and regulation that applies to their situation. Grade level placement will be determined in accordance with district policy.

Adopted on: _____
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5016 Student Records

The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as e-mail, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district.

For purposes of the district's compliance with state and federal law, the district "maintains" student records which are printed and kept in the student's physical file or which school district staff have

intentionally saved within the official school district digital student information system that specifically identifies the student for whom those records are maintained. The school district may also use learning management systems, which deliver and manage instructional content. The school district maintains student records within its student information system but not in its learning management system. The official school district student information system is PowerSchool.

Each building principal will assign responsibilities for the preparation and maintenance of records and will ensure compliance with the applicable federal and state laws, regulations, and record retention schedules regarding their storage and use in the building. No "student record" or record required to be retained by the Nebraska Secretary of State's Record Retention Schedules applicable to the district will be destroyed unless it is first saved in a retrievable, digital format. This includes only records required to be kept by the applicable Retention Schedules and "student records" as defined by state and federal law, and this policy does not prohibit the district from following its record expungement procedures for all other records.

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District. "School officials" include attorneys; members of law enforcement acting on behalf of the school district; representatives of insurance providers that provide coverage to the school district; and third-party website operators who have contracted with the school district or its agent to offer online programs for the benefit of students and the district. All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance

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of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. This includes sharing information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

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Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

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5017 Routine Directory Information

The school district shall disclose the following as routine directory information pertaining to any past, present or future student who is, has been, or will be regularly enrolled in the district.

- Name and grade
- Name of parent and/or guardian
- Address
- Telephone number, including the student’s cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
- Degrees and awards received

- Social media usernames or handles
- Weight and height of members of athletic teams
- Most recent previous school attended
- Certain class work which may be published onto the Internet
- Classroom assignment and/or home room teacher
- Student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user.

Directory information does not include a student's social security number.

Upon request, the district will provide military recruiters and institutions of higher education with the names, addresses, and telephone numbers of high school students unless a student's parents have notified the district in writing that they do not want this information disclosed without their prior written consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

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Within 30 days prior to or following the commencement of each school year and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, the district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given an opportunity to prevent the release of this directory information by filing a written objection with the district.

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When a student reaches 18 years of age, the permission or consent required of and the rights accorded to the parents or guardians of such student under this policy shall only be required of and accorded to such student. Within 30 days prior to or following the commencement of each school year and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, each school district shall notify each student who is at least 18 years of age or who will reach 18 years of age during such school year of (1) the option to make a written request to the school district that routine directory information for such student not be

released in response to a request made by a military recruiter without such student's written consent and (2) that any such request made previously by a parent or guardian for such student expires upon the student reaching 18 years of age.

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5022

Investigations, Arrests, and Other Student Contact by Law Enforcement and Health and Human Services

The school district and its administrators and staff desire to maintain a positive working relationship with law enforcement officers and other representatives of governmental bodies in the discharge of their duties. However, this desire must be balanced against other equally important factors such as a student's legal rights, ensuring that a student's time spent in school is for education, and acknowledging that the school stands *in loco parentis* to the students.

"Law enforcement officer" means police officers, county sheriffs, state patrolmen, Health and Human Service workers, Child Protective Services workers, Office of Juvenile Services workers, probation officers, U.S. Immigration and Customs Enforcement (ICE) agents, Federal Bureau of Investigations agents, or any other government investigatory workers.

"Parent" means the biological or adoptive mother or father, guardian, responsible relative, or any other person who has claimed legal or actual charge or control of the student pursuant to Nebraska law or Title 92 Nebraska Administrative Code Chapter 19.

Law enforcement officers are encouraged whenever possible to talk to a student away from the school before or after school hours so as to cause as little disruption as possible to the student's education.

Law enforcement officers may be called to the school at the request of school administration, or they may initiate contact with the school for their own purposes. Contact between the school and law enforcement officers on matters involving students shall be made through the office of the superintendent or building principal and the law enforcement

officer. All reasonable attempts should be made to avoid embarrassing the student before his or her teachers and peers, and to avoid disrupting the student's and school's education program. Any questioning by law enforcement officers that is permitted should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other pupils and school personnel.

School staff shall promptly notify the superintendent when a student is questioned, arrested, or removed from school grounds by law enforcement officers.

School Related Criminal Activity

This section applies to alleged or suspected criminal activity that occurs on school grounds; in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event.

Law enforcement officers will be allowed to contact and question students at school regarding school related criminal activity as provided below.

The building principal must be notified before a student may be questioned in school or taken from a classroom by law enforcement. The building principal should request identification of the officers, their affiliation with the identified law enforcement agency, and whether their purpose is to interview, interrogate, or take custody of the student.

The building principal will make reasonable attempts to contact a student's parent for their consent and/or presence before the student is interviewed. In the event that a parent cannot be contacted after reasonable attempts, the student will be questioned only if the law enforcement officer identifies emergency circumstances requiring immediate questioning. A building principal or designee shall be present for such questioning solely to further school purposes or avoid duplication of the investigative process. The student will be brought to a private room and the contact will be made out of sight of others as much as practicable.

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If the student is suspected of criminal activity, it is the responsibility of the law enforcement officer to advise a student of his or her rights against self-incrimination.

The building principal shall document steps taken to notify parents, summarize the law enforcement activities, identify the actions taken by the District on behalf of the student, and any further contacts with law enforcement officer.

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Non-School Related Criminal Activity

Law enforcement officials may not question students at school.

Taking a Student into Custody

Law enforcement officers seeking custody of a student must contact the superintendent or building principal. The principal will request the arresting law enforcement officer to provide a copy of the arrest warrant, written parental consent, court order, or other document giving authority to take the student into legal custody. If there is no document presented, the principal should obtain the officer's name, badge number identifying the law enforcement agency, date, time, the reason for the arrest, and the place to which the student is reportedly being taken. Whenever practicable, the arrest or release of the student should be conducted in a location and in a manner that minimizes observation by others.

When a law enforcement officer removes a student from the school, the building principal will take immediate steps to notify the parent about the student's removal and the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse.

Child Abuse and Neglect

When law enforcement officers seek to investigate reports of alleged child neglect or abuse regarding a student, the building principal shall obtain a proper identification from the authorities or officials. If a student interview is conducted on school grounds, the building principal or designee and such other school personnel as appropriate shall observe the interview.

If the law enforcement officer decides to remove the student from school, school officials shall provide the law enforcement authorities with the address and telephone number of the student's parent or guardian. The principal or other school official shall, as a condition of releasing the student to the law enforcement officer, require the officer to sign a statement certifying that the child is being removed from school premises because he or she is believed to be the victim of child abuse and that the officer understands and will comply with the legal requirements of NEB. REV. STAT. § 79-294.

Student Records

Student records will be shared with law enforcement officers only as allowed by state and federal law.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: Parents or

students may be required to come to school and pick up assignments daily.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer

who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;

2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (see *also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product, or imitation, or electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/newbies;

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being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;

- i. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon; and
- m. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

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Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.

2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested

or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;

2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

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**5045
Student Fees**

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

A. Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which

they participate. The teacher, coach, or sponsor of the activity will generally provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The district will provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. Materials Required for Course Projects.

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

The maximum dollar amount charged by the district for course materials shall be:

- Industrial Technology Classes \$15.00
- Art Classes \$10.00
- High School FCS \$15.00
- Band \$10.00
- Outdoor Education – Middle School \$25.00
- Middle School Honor Choir – if selected \$25.00
- Elementary After School Program \$10.00

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Fee - \$5.00

5. Extracurricular Activities.

The district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student activity card \$20.00
Covers admission to most regular season athletic events

- Student participation fee \$20.00
Required of all students who participate in athletics and/or other extracurricular activities (Pay only one fee per year)

- Middle School Builders Club \$ 1.00

- Football students must provide their own football shoes, and undergarments

- Golf students must provide their own Golf shoes, undergarments, and clubs

- Softball and Baseball students must provide their own shoes, gloves, and undergarments

- Track, Volleyball, Wrestling, Soccer and Basketball students must provide their own shoes and undergarments

- FFA, FCCLA, FBLA, Key Club, Skills USA Dues student pay dues of \$20.00 per activity

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- Dance and Cheerleading

Students must purchase outfits and shoes selected by the sponsor and/or student group.

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6. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution.

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7. Transportation Costs.

The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

8. Copies of Student Files or Records.

The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.

9. Participation in Before-and-After-School or Pre-Kindergarten Services.

The district will charge reasonable fees for participation in pre-kindergarten services offered by the district pursuant to statute.

The maximum dollar amount charged by the district for these services shall be \$3.00 per day.

10. Participation in Summer School or Night School.

The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.

11. Charges for Musical Extracurricular Activities.

Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:

- Band Students must provide their own instruments and marching band shoes.
- Show Choir Students must purchase outfits and shoes selected by the sponsor and/or student group.

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12. Contributions for Junior and Senior Class Extracurricular Activities.

Students are eligible to participate in a number of unique extracurricular activities during their last two years in high school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be \$10.00.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the district are directed to clearly communicate that fact to students, parents and patrons.

F. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

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G. Student Fee Hearing

Annually the Board of Education of The School District of Seward will hold a public hearing on the student fee policy. Such hearing will include a review of the amount of money collected from students and uses of said fees.

Adopted on: June 9, 2014
Revised on: June 13, 2016, August 13, 2018
Reviewed on: _____

**6035
Audio and Video Recording**

Students and their parents or guardians should assume that any class in which students are enrolled may be recorded by the school district or other students for legitimate educational purposes. Recordings permitted pursuant to this policy may only be used by students for personal academic purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

Recordings Made by The District. The district may use cameras or other devices for purposes of making security, safety, or other recordings without a specific purpose or for a specific purpose when such recordings are deemed necessary or appropriate by the administration. The district will not maintain the recordings unless the recording is purposefully copied and saved, and the recordings will only be available for review for a limited time based on the district's then-current recording capacity. The district administrators estimate that this is approximately 10 days but may change at any time.

Classroom Recordings by Staff. Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator.

Prohibited Recordings by Students. Unless otherwise authorized by this policy or law, students are prohibited from making audio or

video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public.

In such an instance, the students remain subject to the district's appropriate use and student discipline policies.

For example, this policy does not prohibit students from making recordings of an athletic event for their personal use similar to a parent or other patron, subject to other applicable board policy. However, this policy generally prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

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Permitted Classroom Recordings by Students. Students may make audio or video recordings of classroom lectures or discussions:

- (1) For their convenience after providing notice to the classroom teacher and receiving the teacher's permission;
- (2) For the benefit of another student who is absent after providing notice to the classroom teacher and receiving the teacher's permission;
- (3) If recording is necessary to accommodate the student's disability and is required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

Staff may revoke permission to record if the recording distracts from or disrupts the classroom environment, unless the recording is necessary to accommodate a student's disability.

Permitted Non-classroom Recordings. Students may make audio or video recordings otherwise prohibited by this policy outside the classroom only with the permission of a teacher or school administrator, provided that such recordings otherwise comply with any applicable state and federal laws and district policy. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Adopted on: _____
Revised on: _____

Reviewed on: _____

6006

Commencement Ceremony

The district shall conduct a commencement ceremony for members of the senior class at the end of the school year. Participation in the ceremony is a privilege, not a right, and the superintendent or his/her designee may prohibit students who have violated conduct rules from participating in the ceremony as a consequence for the misconduct.

Only those students who have completed all graduation requirements (i.e., completed the required coursework or achieved the goals set in the student's individual education plan) will be allowed to participate in commencement exercises.

Students who graduate from the School District of Seward must accumulate 235 hours. The total graduation requirements must include the following core curriculum:

Language Arts - - 45 hours

 Language Arts and English Classes – 40 hours

 Speech – 5 hours

Science - - 20 hours **(30 hours starting with the class of 2015)**

Mathematics - - 30 hours

Technology - - 5 hours

Vocational - - 5 hours

Social Science - - 35 hours

Physical Education - - 15 hours

Fine Arts or Foreign Language - - 5 hours

Personal Finance – 5 hours

Volunteer Service – 30 clock hours

The student handbook and registration book will list the core classes and the elective classes that are available.

Early Graduation Plan

The School District of Seward supports the concept of early completion which is their senior year midterm or in some cases alternative high school as a means of accelerating students toward the achievement of lifetime plans. The following guidelines have been established for students to be eligible for early completion:

1. Students must meet all completion requirements established by the Board of Education in order to be eligible for early graduation as well as the credit hour requirements in each specific subject matter area.
2. A student who decides to opt for early graduation or completion is not eligible to participate in school sponsored activities following the last day he/she attends classes. The effective date for participation will end with the last day that the student is enrolled in classes. The only school activities that the applicant is eligible for will be the regularly scheduled honors night, graduation ceremony and the jr/sr prom.
3. This policy shall be evaluated annually by the high school principal and appropriate revisions shall be recommended to the Board for its consideration.

Adopted on: June 14, 2010

Revised on: July 11, 2011

Reviewed on: _____

Delete/Move the following Policies:

6008- Class Rank

Move Policy 4001 to 3053 and Delete Policy 4001-

Southeast Community College
MEMORANDUM OF UNDERSTANDING
Career Education

This Memorandum of Understanding (MOU) is entered into by and between Southeast Community College, which operates Southeast Nebraska Career Academy Partnership (SENCAP), hereinafter referred to as "SCC" and the Seward High School District, hereinafter referred to as "School District".

WHEREAS, the parties are desirous to enter into an agreement to provide educational opportunities in career education for high school students through participation in SENCAP.

SCC will:

- Provide career education opportunities and services through the SENCAP Program for high school students in participating schools. These would include (but not limited to) being involved in job shadowing, professional field trips, developing personal resumes, mock interviews, business and professional speakers, and Special Event Days for all career pathways.
- Offer high school students the opportunity to take college level courses from SCC that can count for both high school and college credit.
- Provide half tuition to any student taking dual-credit courses through SENCAP.
- Provide Regional Coordinators to work with all of the participating schools and their SENCAP students.
- Communicate on a weekly basis with students, counselors, and administrators to assist in the transition of taking college courses and career readiness.

To be an active participant and member of the SENCAP Program:

School District will:

- On or before October 1, 2019, pay to SCC the amount the district received from their Perkins Dollars during the 2018-19 school year.
- Agree to continue to pay SCC on or before October 1st of each fiscal year the equivalent amount the district receives from Carl Perkins Funding from the previous year.
- (The amount your school district owes for the 2019-20 school year = \$ _____)
- Pay a minimum amount of \$1,000 annually to receive the services provided by the SENCAP Program.
- Work in partnership with the SENCAP Regional Coordinators to identify high school students who could benefit from participating in the SENCAP Program.

Applicable Policies, Procedures, Laws, and Regulations

- **Implementation and interpretation of this Agreement will be consistent with applicable and mandatory policies and procedures established by the appropriate college accreditation bodies, the U.S. Department of Education, and other agencies that have jurisdiction over the operation of either institution. To the extent that any provision of this MOU is inconsistent with Nebraska law and/or applicable rules and regulations, including rules or regulations from the U.S. Department of Education or the Higher Learning Commission (HLC), this MOU will be considered null and void.**
- **This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.**
- **Student participation in this articulation protocol will be implemented in compliance with applicable federal, state, and local nondiscrimination laws and regulations.**
- **Both Parties recognize that they are bound to comply with the Family Education Rights and Privacy Act of 1974 (Buckley Amendment) and any current amendments in the handling of educational records of students enrolled in their institutions.**
- **By entering into this MOU, the College and the School District consent and agree to comply at all times with all policies, regulations, directives, and practices of the facility where the SENCAP program instruction or activities are occurring.**
- **Specific activities that involve the transfer of money, services, or property between or among the Parties may require separate agreements or contracts to be executed.**

Indemnification of Third Party Claims:

- **The College agrees to indemnify and hold the School District harmless from any damage, liability or cost, (including liability to third parties, reasonable attorney's fees and cost of defense) to the extent caused by the College's negligent acts, errors or omissions in the performance of professional services under this Agreement and those of his or her consultants.**
- **The School District agrees, to the fullest extent permitted by law, to indemnify and hold the College harmless from any damage, liability or cost (including liability to third parties, reasonable attorney's fees and cost of defense) to the extent caused by the School District's negligent acts, errors or omissions and those of his or her consultants arising from the project that is the subject of this**

Agreement, Terms, Amendments, and Renewals

- **All Parties agree to address challenges or disputes expeditiously.**
- **In the event this Agreement is revised or terminated, students currently enrolled on the effective date of termination shall be allowed to continue their programs in accordance with the terms and conditions in effect prior to the termination or revision of the Agreement.**

- Students transferring credit are subject to the same rights, responsibilities, and college policies as all other Southeast Community College students.
- The Agreement is effective upon execution by state officers or upon the date indicated in this MOU.
- This MOU supersedes any previous Agreements.

Principal Contacts

The partner organizations designate the following individuals as principal contacts regarding this Agreement. These contacts may be changed at any time through written notice to each partner contact and partner agency.

Southeast Community College
Dr. Dennis Headrick
301 South 68th Street
Lincoln, NE 68510
(402) 323-3427
E-mail address: DHeadrick@southeast.edu

[Insert - Designated School District - contact person's name, title, affiliation, e-mail, phone, and address]

Seward High School District
Josh Fields [Name of Superintendent or Board Member]
532 Northern Heights [Address]
Seward, NE 68434 [City], Nebraska [Zip]
 () 000-0000 402-643-2988
 [Insert e-mail address]

This agreement (MOU) will be in effect for the FY 2019-20 school year and can be renewed on an annual basis upon mutual agreement of both parties. Intent to terminate the agreement must be received by January 15th prior to the ensuing school year.

 SCC Administrator Name/Title

 School District Administrator/Title

 Date

 Date



Area Office	301 S. 68th St. Place	Lincoln, NE	68510-2449	402-323-3400/800-642-4075	FAX: 402-323-3420
Beatrice Campus	4771 W. Scott Rd.	Beatrice, NE	68310-7042	402-228-3468/800-233-5027	FAX: 402-228-8935
Lincoln Campus	8800 O St.	Lincoln, NE	68520-1299	402-471-3333/800-642-4075	FAX: 402-437-2402
Milford Campus	600 State St.	Milford, NE	68405-8498	402-761-2131/800-933-7223	FAX: 402-761-2324
Learning Centers Deaf TDD	in Falls City, Hebron, Nebraska City, Plattsmouth, Wahoo, and York 402-437-2702				

www.southeast.edu

Southeast Community College
SENCAP Schools
MOU Addendum and Pay Agreement
2019-2020 School Year

This pay agreement is an Addendum to the MOU previously signed by Seward High School and Southeast Community College beginning with the 2019-20 school year. Because the SENCAP Program will no longer be utilizing Perkins dollars, we are asking all participating schools to pay SCC directly for related SENCAP services from other sources including the school's general fund, foundation, etc.

To be an active member of the SENCAP Program, participating schools need to take the following steps:

- On or before October 1, 2019, pay to SCC the amount the district received from their Perkins dollars during the 2018-19 school year.
- The Seward High School district received \$10,048 during the 2018-19 school year and will owe this amount to SCC on or before October 1, 2019.
- Make your check (SENCAP membership) out to "Southeast Community College" and mail it to:

Southeast Community College
C/O – Linda Weyers
301 South 68th St. Place
Lincoln, NE 68510

Health Education Curriculum

School District of Seward



Implemented in Fall of 2019
410 South St. • Seward, NE • 68434



Grade K Health

General Description

As beginning elementary students, much educational content is introductory and exploratory. Multiple health areas will be explored to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

K Suggested Timeline

Unit	Days
Safety	3
“We Thinkers” social skills (10 books/lessons)	17
Conflict resolution (AEIOU)	5
Bullying	5
Healthy choices	5
Friendship	4
Careers	3

Unit 3: "Friendships"

Approximate Length of Time: 5 days/10 CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. SWBAT identify personal likes/dislikes 2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship Content Outline:	2,4,8	Write a friendship story	Classroom Ideas: Play "Friendship Bingo", "Big Al" friendship story and worksheets as well as other bibliotherapy books from school library,	Friend, classmate, stranger respect

Unit 4: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 5 days/CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>SWBAT utilize at least 3 steps of a 5-step conflict resolution process to fix standard fighting (not stop bullying).</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) <p>A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite</p>	<p>2,4,8</p>	<p>Skits, group discussion, quiz page</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • PowerPoint training slideshow • Choice cards-scenarios 	<p>“I” message=I feel_____, I would like _____, calm, conflict</p>

Unit 5: BULLYING**Approximate Length of Time: 5 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help.</p> <p>Content Outline:</p> <ol style="list-style-type: none">1. Define bullying2. Present and practice HA, HA, SO strategies (Help, Avoid, Assert Yourself, Say Good Things to Yourself)	2,4,5,7,8	Real life situation sharing, role play	<p>Classroom Ideas:</p> <p>Do lots of role plays/skits, “Bully-proofing Your School” curriculum, 2nd Ed., Department of Education DVD and program “Stop Bullying Now”, bully-proof raincoat worksheet, 4 part bully-stopping shield worksheet</p>	Bully, victim, bystander

Unit 6: HEALTHY CHOICES**Approximate Length of Time: 5 days/10 CLASSES**

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>SWBAT identify drugs, medicines, poisons, and some effects of alcohol on the body</p> <p>SWBAT identify frequency and importance of bathing, changing clothes, brushing teeth, and eating healthy</p> <p>Content Outline:</p> <ul style="list-style-type: none">• “Here’s Looking At You” curriculum (black box)• Hygiene discussion	1,2,5,7,8	Drug/alcohol pre- and post-test	<p>Classroom Ideas:</p> <p>Utilize the puppet in the “Here’s Looking At You” kit, “Health & Wellness” textbook, Chapters 4 and 5 reading, questions, and worksheets</p>	Poisons, medicines, good drugs, bad drugs,

Unit 7: CAREERS**Approximate Length of Time: 3 days-6 CLASSES**

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will be introduced to as many career choices as possible to explore multiple opportunities.	1,2,5		Classroom Ideas: YouTube STEAM career videos, Career Critters mini-books, AV2 library books with computer links, career choices ice cream cones, www.vacareerview.org website	Job, career, college, training

Grade 1 Health

General Description

As primary elementary students, much educational content is introductory and exploratory. Multiple health areas will be explored to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

1st Suggested Timeline

Unit	Days
Safety	3
“We Thinkers” social skills (10 books/lessons)	17
Conflict resolution (AEIOU)	5
Bullying	5
Healthy choices	5
Friendship	4
Careers	3

Unit 3: "Friendships"

Approximate Length of Time: 5 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. SWBAT identify personal likes/dislikes 2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship	2,4,8	Write a friendship story, skits, text questions and worksheets	Classroom Ideas: Play "Friendship Bingo", "Big Al" friendship story and worksheets as well as other bibliotherapy books from school library, "Health & Wellness" textbook, Chapter 2, pages 34-43 and worksheets, Friendship Flower	Friend, acquaintance, classmate, stranger, respect, conflict

Unit 4: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 5 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>SWBAT utilize at least 3 steps of a 5-step conflict resolution process to fix standard fighting (not stop bullying).</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite 	<p>2,4,8</p>	<p>Skits, group discussion, quiz page</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • PowerPoint training slideshow • Choice cards-scenarios • “Health & Wellness” textbook, Chapter 2, review pages 38-42 of conflict 	<p>“I” message=I feel_____, I would like _____, calm, Open talk, fighting, conflict</p>

Unit 5: BULLYING

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help.</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Assert Yourself, Say Good Things to Yourself) 	<p>2,4,5,7,8</p>	<p>Real life situation sharing, role play, PearDeck</p>	<p>Classroom Ideas:</p> <p>Do lots of role plays/skits, “Bully-proofing Your School” curriculum, 2nd Ed., Department of Education DVD and program “Stop Bullying Now”, “Health & Wellness” textbook, Chapter 1 reading, questions, and worksheets, bully-proof raincoat worksheet, 4 part bully-stopping shield worksheet</p>	<p>Bully, victim, bystander, power, aggression, imbalance</p>

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 5 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify drugs, medicines, poisons, and some effects of alcohol on the body</p> <p>SWBAT identify frequency and importance of bathing, changing clothes, brushing teeth, and eating healthy</p> <p>Content Outline:</p> <ul style="list-style-type: none"> ● “Here’s Looking At You” curriculum (black box) ● Hygiene discussion 	<p>1,2,5,7,8</p>	<p>Drug and alcohol pre- and post-test</p>	<p>Classroom Ideas:</p> <p>Utilize the puppet in the “Here’s Looking At You” kit, “Health & Wellness” textbook, Chapter 5 reading, questions, and worksheets</p>	<p>Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, nicotine</p>

Unit 7: CAREERS

Approximate Length of Time: 3 days-6 CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Students will be introduced to as many career choices as possible to explore multiple opportunities.</p> <p>Content Outline:</p> <p>Explore as many careers as possible and ask the students to pick 5 they would like to try</p>	<p>1,2,5</p>		<p>Classroom Ideas:</p> <p>YouTube STEAM career videos, Career Critters mini-books, AV2 library books with computer links, career choices ice cream cones, www.vacareerreview.org website</p>	<p>Job, career, college, training</p>

Grade 2 Health

General Description

As advancing elementary students, much educational content is expanded upon in advancing detail to deepen content knowledge and prepare students for possible future life situations. Multiple health areas will be explored and expanded upon to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

2nd Suggested Timeline

Unit	Days
Safety	7
Friendship	4
Conflict resolution (AEIOU)	6
Bullying	7
Healthy choices	6
Social and Study skills	5
Careers	4

Unit 2: "Friendships"

Approximate Length of Time: 4 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. SWBAT identify personal likes/dislikes</p> <p>2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship</p> <p>Content Outline:</p> <ul style="list-style-type: none"> ● Interest inventory ● Friendship qualities inventory 	<p>2,4,8</p>	<p>Write a friendship story, skits, text questions and worksheets</p>	<p>Classroom Ideas:</p> <p>Play "Friendship Bingo", library books from school library, "Health & Wellness" textbook, Chapter 2 and worksheets, Friendship Flower, "Making Friends" video and flash cards, "Friendly Behaviors" checklist</p>	<p>Friend, acquaintance, classmate, stranger, respect, conflict</p>

Unit 3: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>SWBAT utilize a 5-step conflict resolution process to fix standard fighting (not stop bullying).</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) <p>A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite</p>	<p>2,4,8</p>	<p>Skits, group discussion, quiz page</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • PowerPoint training slideshow • Choice cards-scenarios • “Health & Wellness” textbook, Chapters 1 and 2, 	<p>“I” message=I feel_____ , I would like _____, calm, Open talk, fighting, conflict</p>

Unit 5: BULLYING

Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help.</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Humor, Assert Yourself, Say Good Things to Yourself, Own It) 3. Define bullying as 3 or more similar negative experiences 4. Identify how and why bullies act 	<p>2,4,5,7,8</p>	<p>Real life situation sharing, role play, bullying true/false pre-test , PearDeck</p>	<p>Classroom Ideas:</p> <p>Do lots of role plays/skits, “Bully-proofing Your School” curriculum, 2nd Ed., Department of Education DVD and program “Stop Bullying Now”, “Health & Wellness” textbook, Chapter 1 reading, questions, and worksheets, “Who Knew? The Bully-Free Issue” booklet, “Pushing Your Buttons” evaluation sheet</p>	<p>Bully, victim, bystander, power, aggression, imbalance, control, bullying</p>

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify drugs, medicines, poisons, and effects of more than one drug on the body (especially alcohol)</p> <p>SWBAT identify 2 or more body systems and some organs within each</p> <p>SWBAT identify personal hygiene topics and the frequency of each</p> <p>Content Outline:</p> <ul style="list-style-type: none"> ● “Here’s Looking At You” curriculum (grey box) ● Hygiene discussion 	<p>1,2,5,7,8</p>	<p>Text questions and worksheets, drug/alcohol pre-and post-tests, digestive/respiratory body systems worksheet</p>	<p>Classroom Ideas:</p> <p>“Drugosaurs” curriculum, “Health & Wellness” textbook, Chapters 5,7, and 8 reading, questions, and worksheets, “Here’s Looking At You” curriculum,</p>	<p>Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, hygiene, over-the-counter drugs, overdose</p>

Unit 7: CAREERS**Approximate Length of Time: 4 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Students will be introduced to as many career choices as possible to explore multiple opportunities.</p> <p>Content Outline:</p> <ul style="list-style-type: none">• Explore as many careers as possible and ask the students to pick 5 they would like to try• Have students complete simple interest inventory and compare it to career opportunities	1,2,5	5 career choices poster or slide show, career rubric	<p>Classroom Ideas:</p> <p>YouTube STEAM career videos, “Health & Wellness” textbook, Chapter 9 reading, questions, and worksheets, www.vacareer.org website, AV2 library books with computer links, NE Career Clusters resources</p>	Job, career, college, university, community college, vocational/technical school, training

Grade 3 Health

General Description

As advanced elementary students, a large amount of educational content is expanded upon in greater detail to deepen content knowledge and prepare students for possible future life situations. Multiple health areas will be explored and expanded upon to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

3rd Suggested Timeline

Unit	Days
Safety	7
Friendship	4
Conflict resolution (AEIOU)	6
Bullying	7
Healthy choices	6
Social and Study skills	5
Careers	4

Unit 2: "Friendships"

Approximate Length of Time: 4 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. SWBAT identify personal likes/dislikes</p> <p>2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship</p> <p>Content Outline:</p> <ul style="list-style-type: none"> • Interest inventory • Friendship qualities inventory 	<p>2,4,8</p>	<p>Friendship poster, skits, text questions and worksheets</p>	<p>Classroom Ideas:</p> <p>Play "Friendship Bingo", bibliotherapy books from school library, "Health & Wellness" textbook, Chapter 2, Lessons 1 and 4 reading, questions, and worksheets, "Making Friends" video and flash cards, "Friendly Behaviors" checklist</p>	<p>Friend, acquaintance, classmate, stranger, respect, conflict</p>

Unit 3: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT utilize and teach others some of a 5-step conflict resolution process to fix standard fighting (not stop bullying).</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite 	<p>2,4,8</p>	<p>Skits, group discussion, quiz page</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • PowerPoint training slideshow • Choice cards-scenarios • “Health & Wellness” textbook, Chapter 1, Lesson 5 and Chapter 2, Lesson 2 	<p>“I” message=I feel_____, I would like _____, calm, Open talk, fighting, conflict</p>

Unit 5: BULLYING

Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help.</p> <p>SWBAT recognize the complexity of bullying and that usually multiple strategies will need to be used to stop bullying.</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Humor, Assert Yourself, Say Good Things to Yourself, Own It) 3. Define bullying as 3 or more similar negative experiences 4. Identify how and why bullies act 	<p>2,4,5,7,8</p>	<p>Real life situation sharing, role play, bullying true/false pre-test, PearDeck</p>	<p>Classroom Ideas:</p> <p>Do lots of role plays/skits, “Bully-proofing Your School” curriculum, 2nd Ed., Department of Education DVD and program “Stop Bullying Now”, “Health & Wellness” textbook, Chapter 1 reading, questions, and worksheets, “Who Knew? The Bully-Free Issue” booklet, “Pushing Your Buttons” evaluation sheet</p>	<p>Bully, victim, bystander, power, aggression, imbalance, control, bullying</p>

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify drugs, medicines, poisons, and both general and specific effects of drugs on the body</p> <p>SWBAT identify 5 or more body systems and multiple organs within each</p> <p>SWBAT identify personal hygiene topics and the frequency of each</p> <p>Content Outline:</p> <ul style="list-style-type: none"> ● 9 body systems notes ● Hygiene discussion 	<p>1,2,5,7,8</p>	<p>Text questions and worksheets, drug/alcohol pre-and post-tests, 9 body systems worksheet</p>	<p>Classroom Ideas:</p> <p>“Drugosaurs” curriculum, “Health & Wellness” textbook, Chapters 5,7, and 8 reading, questions, and worksheets</p>	<p>Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, hygiene, over-the-counter drugs, overdose</p>

Unit 7: CAREERS

Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Students will be introduced to as many career choices as possible to explore multiple opportunities.</p> <p>Content Outline:</p> <ul style="list-style-type: none"> • Explore as many careers as possible and ask the students to pick 5 they would like to try • Have students evaluate interest inventory and compare/match it to career opportunities 	<p>1,2,5</p>	<p>5 career choices poster or slide show, career rubric</p>	<p>Classroom Ideas:</p> <p>YouTube STEAM career videos, “Health & Wellness” textbook, Chapter 9 reading, questions, and worksheets, www.vacareeriview.org website, NE Career Clusters resources</p>	<p>Job, career, college, university, community college, vocational/technical school, training, scholarships, grants, loans</p>

Grade 4 Health

General Description

As advanced elementary students, a large amount of educational content is expanded upon in greater detail to deepen content knowledge and prepare students for possible future life situations. Much educational content is to establish a solid foundation/knowledge base for students to build upon in middle and high school. Multiple health areas will be explored and expanded upon to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

Grade 4 Suggested Timeline

Unit	Days
Safety	7
Friendship	4
Conflict resolution (AEIOU)	6
Bullying	7
Healthy choices	6
Social and Study skills	5
Careers	4

Unit 2: "Friendships"

Approximate Length of Time: 4 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. SWBAT identify personal likes/dislikes</p> <p>2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship</p> <p>Content Outline:</p> <ul style="list-style-type: none"> ● Interest inventory ● Friendship qualities inventory 	<p>2,4,8</p>	<p>Friendship poster, skits, text questions and worksheets</p>	<p>Classroom Ideas:</p> <p>Play "Friendship Bingo", library books from school library, "Health & Wellness" textbook, Chapter 2, Lesson 5 reading, questions, and worksheets, "Making Friends" video and flash cards, "Friendly Behaviors" checklist</p>	<p>Friend, acquaintance, classmate, stranger, respect, conflict</p>

Unit 3: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT utilize and teach others a 5-step conflict resolution process to fix standard fighting (not stop bullying).</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite 	<p>2,4,8</p>	<p>Skits, group discussion, quiz page</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • PowerPoint training slideshow • Choice cards-scenarios • “Health & Wellness” textbook, Chapter 1, Lesson 5 and Chapter 2, Lesson 6 reading, questions, and worksheets 	<p>“I” message=I feel_____, I would like _____, calm, Open talk, fighting, conflict</p>

Unit 5: BULLYING

Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help.</p> <p>SWBAT recognize the complexity of bullying and that usually multiple strategies will need to be used to stop bullying.</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Humor, Assert Yourself, Say Good Things to Yourself, Own It) 3. Define bullying as 3 or more similar negative experiences 4. Identify how and why bullies act 	<p>2,4,5,7,8</p>	<p>Real life situation sharing, role play, bullying true/false pre-test, PearDeck</p>	<p>Classroom Ideas:</p> <p>Do lots of role plays/skits, “Bully-proofing Your School” curriculum, 2nd Ed., Department of Education DVD and program “Stop Bullying Now”, “Health & Wellness” textbook, Chapter 6, Lesson 4 reading, questions, and worksheets, “Who Knew? The Bully-Free Issue” booklet, “Pushing Your Buttons” evaluation sheet</p>	<p>Bully, victim, bystander, power, aggression, imbalance, control, bullying</p>

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>SWBAT identify drugs, medicines, poisons, and both general and specific effects of drugs on the body</p> <p>SWBAT identify 7 or more body systems and multiple organs within each</p> <p>SWBAT identify personal hygiene topics and the frequency of each</p> <p>Content Outline:</p> <ul style="list-style-type: none"> ● 9 body systems notes ● Hygiene discussion 	<p>1,2,5,7,8</p>	<p>Text questions and worksheets, drug/alcohol pre-and post-tests, 9 body systems worksheet</p>	<p>Classroom Ideas:</p> <p>“Drugosaurs” curriculum, “Health & Wellness” textbook, Units B and D reading, questions, and worksheets</p>	<p>Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, hygiene, over-the-counter drugs, overdose</p>

Unit 7: CAREERS

Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Students will be introduced to as many career choices as possible to explore multiple opportunities.</p> <p>Content Outline:</p> <ul style="list-style-type: none"> ● Explore as many careers as possible and ask the students to pick 5 they would like to try ● Have students evaluate interest inventory and compare it/match it to career opportunities available 	<p>1,2,5</p>	<p>5 career choices poster or slide show, career rubric</p>	<p>Classroom Ideas:</p> <p>YouTube STEAM career videos, “Health & Wellness” textbook, Chapter 10 reading, questions, and worksheets, www.vacareerview.org website, NE Career Clusters resources</p>	<p>Job, career, college, university, community college, vocational/technical school, training, scholarships, grants, loans</p>

Grade 5 Health

5th Suggested Timeline: 63 Days

Unit	Days
Mental and Emotional Health	7
Friends and Social Health	4
Body Systems	5
Nutrition	19
Personal Safety	4
Personal Health and Physical Activity	8
Drugs/ Alcohol /Tobacco	10
Communicable and Chronic Diseases	3
Environmental Health	3

Unit 1: Mental and Emotional Health
Approximate Length of Time: 7 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Identify ten life skills that can help you take responsibility for your health.	5-1		Set healthy goals for self.	Health Wellness Life skills
2. Identify examples of emotional, physical, and social health.	5-1		Identify behaviors that are risky and how to avoid them.	Healthful Behavior Health Goal Risk Goal Short Term Goal Long Term Goal Personality
3. Identify behaviors that are healthy and risky.	5-5			
4. Identify how peers can influence healthy and unhealthy behaviors.	5-2		Make a 6 traits poster.	Respect Self-Respect Responsible
5. Describe short term and long term goals.	5-1		Create a poster of stress busters	Good Character Self-Concept Self-Esteem
6. Identify the three ways to decide if information is a reliable health fact.	5-5			Emotion Grief Shyness Anger Depression Boredom Peer Peer Pressure Resistance Strategies
7. Identify actions that help you have a healthy self-concept.	5-1			Stress Stressor Eustress Distress
8. Identify the six traits that make up good character.	5-8			
9. Identify steps to take to develop a high self-esteem.	5-1			
10. Identify strategies to manage anger.	5-1			
11. Describe steps to take to make responsible decisions.				
12. Identify factors that can influence decisions.	5-1			
13. Identify six questions to ask yourself to decide whether a decision is responsible and demonstrate using them in different scenarios.	5-1 5-4 5-5			
14. Identify stress and steps to manage it.				
15. Describe how stress affects the body.	5-1			
Content Outline:	5-1			
A.Health and Wellness				
1. Healthful behaviors				

<ul style="list-style-type: none"> 2. Avoiding Risky Behaviors 3. Top ten areas of health <p>B.Health Facts</p> <ul style="list-style-type: none"> 1. Ways to evaluate 2. Set Healthy Goals <p>C.Personality/Character</p> <p>D.Self-Concept/Self-Esteem</p> <p>E.Emotions</p> <ul style="list-style-type: none"> 1. Managing 2. Depression/Anger 3. A Healthy Mind <p>F.Charge of Health</p> <ul style="list-style-type: none"> 1. Responsible Choices 2. Influences <ul style="list-style-type: none"> a. Peer Pressure b. Resistance Skills <p>G.Managing Stress</p> <ul style="list-style-type: none"> 1. Stress Busters 2. Coping Strategies 				
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Unit 2: Friends and Social Health
Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<ol style="list-style-type: none"> 1. Identify different kinds of relationships. 2. Identify ways to be a health advocate. 3. Describe the importance of friends. 4. Identify six things that strengthen friendships and evaluate your friendships using them. <p>Content Outline:</p> <p>A.Social Health</p> <ol style="list-style-type: none"> 1. Relationships 2. Respect 3. Health Advocate <p>B.Friend</p> <ol style="list-style-type: none"> 1. Social Skills 2. Making Stronger 3. Cliques 	<p>5-1</p> <p>5-8</p> <p>5-1</p> <p>5-1 5-5 5-7</p>		<p>Identify the relationships in their life and why they are important.</p> <p>Evaluate the friendships they have.</p>	<p>Relationship Mutual Respect Health Advocate Role Model Friend Bonding Social skills Clique</p>

Unit 3: Body Systems

Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Objectives:</p> <ol style="list-style-type: none"> 1. List the body systems and their functions. 2. Identify which body systems work together. 3. Describe how cells, tissues, organs and body systems are related. 4. Understand and Identify how everyone is unique. <p>Content Outline:</p> <p>A.Cells, Tissues, Organs, and Body System</p> <p>B.Bones and Muscles</p> <p>C.Heart and Lungs</p> <p>D.More Systems</p> <ol style="list-style-type: none"> 1. Digestive System 2. Nervous System 3. Endocrine and Urinary System <p>E. Uniqueness</p> <ol style="list-style-type: none"> 1. Heredity 2. Other Factors 	<p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-1</p>		<p>Classroom Ideas:</p> <p>Create a diagram showing the different systems and the ones that are connected.</p>	<p>Body System Skeletal System Muscular System Interdependence Circulatory System Respiratory System Digestive System Nutrient Nervous System Endocrine System Diabetes Puberty Urinary System Unique Experience Interest Learning Disability</p>

Unit 4: Nutrition

Approximate Length of Time: 19 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Identify ways to support others to make positive health decisions. 2. Identify the six nutrients and the foods that provide them. 3. Understand MyPlate and demonstrate how to use it to plan a balanced diet. 4. Understand the dietary guidelines and use them to analyze their healthy choices. 5. Identify information on a food label. 6. Understand how to use table manners to stay safe and polite. 7. Understand how to maintain a healthful weight. 8. Identify the causes, signs, and treatment of eating disorders. 9. Choose healthier alternative to fast food. 10. Understand how to plan meals and snacks. 11. Create a meal plan for a day. <p>Content Outline:</p> <p>A. Basic Nutritional Needs</p> <ol style="list-style-type: none"> 1. Six Nutrients You Need 2. MyPlate 3. Dietary Guidelines <p>B. Balanced Diet</p> <ol style="list-style-type: none"> 1. Influences on Food Choices 2. Meals and Snacks <ol style="list-style-type: none"> a. Meal Planning b. Combination Food c. Fast Food 3. Food Labels <p>C. Table Manners</p> <ol style="list-style-type: none"> 1. Safety Benefits 2. Social Benefits 	<p>5-8</p> <p>5-1</p> <p>5-1</p> <p>5-8</p> <p>5-1</p> <p>5-7</p> <p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-5</p> <p>5-7</p> <p>5-1</p> <p>5-5</p> <p>5-7</p>		<p>Classroom Ideas:</p> <p>Dissect a food label.</p> <p>Create a poster of nutrients and where to find them.</p> <p>Create a My Plate: Label, list portions for and list foods found in each food group.</p> <p>Create a healthy meal plan for a day.</p> <p>Choose a fast food and select a healthy alternative.</p>	<p>Balanced Diet</p> <p>Food Groups</p> <p>MyPlate</p> <p>Serving Size</p> <p>Dietary Guidelines</p> <p>Calorie</p> <p>Nutrition Facts Label</p> <p>Table Manners</p> <p>Healthy Weight</p> <p>Weight Management</p> <p>Overweight</p> <p>Underweight</p> <p>Body Image</p> <p>Eating Disorders</p>

<ul style="list-style-type: none"> 3. Help for Choking D.Weight 1. Management 2. Healthful Weight 3. Gaining and Losing Weight E. Body Image 1. Messages in Media 2. Fad Diets 3. Eating Disorders 				
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Unit 5 Personal Safety

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Identify how to stay safe in different situations. 2. Compare and contrast when individual or collaborative decision making is appropriate. 3. Explain the importance of assuming responsibility for personal health behaviors. 4. Demonstrate good personal hygiene and dental care. 5. Understand the need to change routine hygiene practices to accommodate changes in development. <p>Content Outline:</p> <p>A.Safety in home and school.</p> <ol style="list-style-type: none"> 1.Safe habits 2.Safety at home 3.Fire safety 4.Safety at school <p>B.Safety on road and outdoors.</p> <ol style="list-style-type: none"> 1.Traffic 2.On wheels and motorized vehicles. <p>C.Safety in weather</p> <ol style="list-style-type: none"> 1.Hazardous weather 2.Natural disasters <p>D.Basic First Aid</p> <ol style="list-style-type: none"> 1.First Aid 2.First steps 3.Common emergencies <p>E.Life Threatening Emergencies</p> <ol style="list-style-type: none"> 1.CPR 2.Choking 3.Shock 	<p>5-4 5-7</p> <p>5-1</p> <p>5-5</p> <p>5-1</p> <p>5-4</p> <p>5-5</p> <p>5-7</p> <p>5-1</p> <p>5-1</p>		<p>Classroom Ideas:</p> <p>Create a safety plan for different situations. i.e. fire, tornado</p>	<p>Pollution</p> <p>Pesticides</p> <p>Acid Rain</p> <p>Smog</p> <p>Ozone</p> <p>Greenhouse Effect</p> <p>Global Warming</p> <p>Landfills</p> <p>Hazardous</p> <p>EPA</p> <p>Nonrenewable</p> <p>Renewable</p> <p>Conservation</p>

<p>D.Physical Activity</p> <ol style="list-style-type: none"> 1. Physical Fitness 2. Health Fitness 3. Test Your Skills 4. Body Composition <p>E.Balanced Workout</p> <ol style="list-style-type: none"> 1. Benefits of Activity 2. Getting Started 3. Work Out 4. Setting Health Goals for Fitness 				
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Unit 7: Drugs/ Alcohol /Tobacco
Approximate Length of Time: 10 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Explain and understand the importance of having strategies in place to resist unhealthy activities. 2. Identify effects alcohol, tobacco and drugs have on personal health as well as others around you. 3. Describe why it is important to participate in healthy behavior. 4. Demonstrate refusal skills that avoid or reduce health risks. 5. Understand how medicines promote health. 6. Identify the signs of drug misuse and abuse. 7. Identify reasons people abuse drugs and how to get help. 8. Compare the proper and improper situations to use drugs. 9. Understand that behaviors have consequences for oneself. 10. Identify the influence of media. <p>Content Outline:</p> <p>A. Drugs and Health</p> <ol style="list-style-type: none"> 1. Drugs Used as Medicine 2. Safety Rules for Medicine 3. Drug Misuse and Abuse <p>B. Alcohol and Health</p> <ol style="list-style-type: none"> 1. Effects 2. Reasons Not to Drink <p>C. Tobacco and Health</p> <ol style="list-style-type: none"> 1. Effects 2. Secondhand Smoke <p>D. Other Drugs to Avoid</p> <ol style="list-style-type: none"> 1. How Harms Health 	<p>5-7</p> <p>5-7 5-2</p> <p>5-1</p> <p>5-4</p> <p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-7</p> <p>5-5</p> <p>5-2</p>		<p>Classroom Ideas:</p> <p>Create a public service announcement.</p>	<p>Peer Peer Pressure Resistance Strategies Drug Medicine Over-the-Counter Drug Prescription Drug Side Effect Drug Misuse Illegal Drug Drug Abuse Addiction Alcohol Depressant Blood Alcohol Concentration Intoxication Alcoholism Minor Nicotine Tar Carbon Monoxide Smokeless Tobacco Secondhand Smoke Tolerance Overdose Withdrawal Recovery Program Drug Free</p>

<ul style="list-style-type: none"> 2. Marijuana, Depressants, and Stimulants 3. Narcotics, Inhalants, and Steroids 4. Reasons People Abuse 5. Getting Help <p>E. Resisting Pressure</p> <ul style="list-style-type: none"> 1. Laws and Regulations on Drug Use 				
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Unit 8: Communicable and Chronic Diseases

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Understand healthy ways to prevent common childhood injuries and health problems. 2. Identify different chronic diseases, ways to prevent and treat. 3. Understand what communicable and noncommunicable diseases are. 4. Understand how the body fights illness. 5. Identify symptoms of typical common diseases. <p>Content Outline:</p> <p>A.Types of Disease</p> <ol style="list-style-type: none"> 1. Pathogens <p>B.Stages of Disease</p> <ol style="list-style-type: none"> 1. Immune System 2. Keeping Immune System Strong <p>C.Signs of Illness</p> <p>D.Common Communicable Diseases</p> <p>E.Chronic Diseases</p> <ol style="list-style-type: none"> 1. The Heart 2. Cancer 3. Other Chronic Diseases. 	<p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-1</p> <p>5-1</p>		<p>Classroom Ideas:</p> <p>Make a diagram on how pathogens enter your body.</p> <p>Demonstrate and practice appropriate way to wash hands.</p>	<p>Microbe Virus Bacteria Fungus Protozoa Cilia White Blood Cells Fever Antibody Immunization Symptom Strep Throat Antibiotic Chronic Diseases Heart Disease Heart Attack Risk Factor Cancer</p>

Unit 9: Environmental Health
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: ???</p> <ol style="list-style-type: none"> 1. Explain what pollution is. 2. Identify sources of pollution and ways to reduce it.. 3. Develop strategies to reduce pollution 4. Identify a renewable and non-renewable resources. 5. Explain the 3 R's, reduce, reuse, recycle and identify ways to use them. 6. Analyze how pollution affects health. <p>Content Outline:</p> <p>A.Environment</p> <ol style="list-style-type: none"> 1. Natural Resources 2. Air Pollution 3. Water Pollution 4. Land Pollution <p>B.Conservation</p> <p>C. Precycle, Reuse, Recycle</p>	<p>5-1</p> <p>5-8</p> <p>5-7 5-5 5-1</p> <p>5-1 5-8</p> <p>5-2</p>		<p>Classroom Ideas: How do you dispose of wastes properly?</p> <p>What can you do to promote cleaner air?</p> <p>How does pollution affect your body.</p> <p>Show videos: LandFill, Recycle Center</p>	<p>Pollution Pollutants Air Pollution Noise Water Pollution Land Pollution Conservation Nonrenewable Resources Fossil Fuel Renewable Resource Precycle Reuse Recycle Positive Environment Visual Environment</p>

Grade 6 Health

6th Suggested Timeline 13 Days

Unit	Days
Communication	5 Days
Family Relationships	4 Days
Stages of Life	2 Days
Injury Prevention/First Aid	2 Day

Unit 1: Communication

Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Describe difference between verbal and nonverbal communication.	6-1		Classroom Ideas: Demonstrate with a partner healthy and unhealthy verbal and nonverbal communications skills. Practice giving “I” messages. Practice ways to let off steam. Create a list of factors that prevent a conflict from escalating. Write about a conflict you had. Describe how you handled it and how the outcome may have been different if you had used the T.A.L.K. strategy.	Communication Body language Mixed messages “I” Messages Active Listening Assertive Aggressive Passive Peers Acquaintance Friendship Reliable Loyal Sympathetic Peer pressure Assertive response Victim Conflict Violence Revenge Prejudice Tolerance Labeling Escalate Mob mentality Conflict Resolution Negotiation Collaborate Compromise Win-win Solution Mediation Peer Mediation Neutrality
2. Demonstrate effective verbal and nonverbal communication skills within family, peer groups and classroom settings to enhance health.	6-1 6-4			
3. Formulate effective conflict management or resolution strategies.				
4. Understand that healthy relationships depend on good communication.	6-4			
5. Identify the three types of communication skills and how they are related to each other.	6-1			
6. Understand that peer pressure can affect you in different ways.				
7. Distinguish between good and bad peer pressure.	6-1			
8. Explain the consequences that both positive and negative influences from peers can have on a teen’s life.				
9. Identify ways a victim can communicate and seek help for self or others.	6-1			
Content Outline: A. Communication	6-7			
1. Verbal/Nonverbal				
2. Mixed Messages				
3. Good Skills	6-5			
a. Speaking				
b. Listening				
c. Writing				
4. Types of communication styles				
5. Peer communication	6-8			
a. How to be a good friend				

<ul style="list-style-type: none"> <li style="margin-left: 40px;">b. Healthy Communication <li style="margin-left: 40px;">c. Peer Pressure B. Conflict Resolution <ul style="list-style-type: none"> 1. Causes 2. Common Conflicts 3. Nature of Conflicts 4. Controlling Conflicts 5. Negotiation <ul style="list-style-type: none"> a. Skills b. Outcomes 6. Peer Mediation 				
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Unit 2: Family Relationships

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Understand how families share, cooperate and communicate. 2. Understand that families will change and face challenges. 3. Identify situations in the family that influence the health and wellness of adolescents. 4. Identify some family problems that would require outside help. <p>Content Outline:</p> <p>A.What Makes a Family?</p> <ol style="list-style-type: none"> 1. Roles and Responsibilities in the family. <p>B.Building Strong Families</p> <p>C.Changes in the Family</p> <p>D.Serious Family Problems</p>	<p>6-1</p> <p>6-1</p> <p>6-1</p>		<p>Classroom Ideas:</p> <p>Create multimedia presentation representing family types.</p> <p>Create a poster showing the ways to build and keep strong family relationships.</p>	<p>Family</p> <p>Nurture</p> <p>Role</p> <p>Physical Abuse</p> <p>Neglect</p>

Unit 3 Stages of Life

Approximate Length of Time 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Describe the stages of infancy through adulthood. 2. List healthy habits you can practice throughout your life. 3. Compare and contrast a person in early childhood and late childhood.	6-1 6-1 6-5		List the different stages and identify characteristics of each.	Life Cycle Growth Spurt Critical Thinking Skills Mood Swings Age

Unit 4: Injury Prevention/First Aid
Approximate Length of Time: 2 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Describe basic first aid needed for different injuries. 2. Compare and contrast when individual or collaborative decision making is appropriate. 3. Identify a variety of behaviors that avoid or reduce health risks. 4. Explain ways to be prepared in case of an emergency. 5. Demonstrate how to give first aid for minor injuries. 6. Identify different types of weather emergencies. 7. Demonstrate CPR techniques. <p>Content Outline:</p> <p>A. How to Handle Emergencies</p> <ol style="list-style-type: none"> 1. Planning ahead 2. Disaster Kit 3. Natural Disasters <p>B. Facts on First Aid</p> <ol style="list-style-type: none"> 1. Rescue Breathing/CPR 	<p>6-1</p> <p>6-5</p> <p>6-7</p> <p>6-1</p> <p>6-7</p> <p>6-1</p> <p>6-7</p>		<p>Classroom Ideas:</p> <p>Create a poster of things to assemble for emergencies.</p> <p>Demonstrate how to give basic first aid.</p>	<p>Emergency</p> <p>Hurricane</p> <p>Flood</p> <p>Earthquakes</p> <p>First Aid</p> <p>Tetanus</p> <p>Universal precautions</p> <p>Fracture</p> <p>CPR</p>

Grade 7 Health

7th Suggested Timeline: 9 Days

Unit	Days
Relationships/Healthy Dating	1
Tobacco/Alcohol/Drugs	8

Unit 1: Relationships/Healthy Dating

Approximate Length of Time: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Identify healthy aspects of relationships and dating. 2. Identify qualities that promote healthy relationships. 3. Identify how media and technology influences thoughts, feelings, and health behaviors. 4. Describe the importance of healthy relationships on personal health. <p>Content Outline:</p> <p>A. Beginning to Date</p> <ol style="list-style-type: none"> 1. Changing Friendships 2. Different ways to date 3. Healthy ways to show affection 4. Setting Limits 5. Respecting self and date 6. Dating Violence 7. Ending Relationships 	<p>7-1</p> <p>7-1</p> <p>7-1</p> <p>7-6</p>		<p>Classroom Ideas:</p> <p>Write about how friendships have changed over the last few years.</p> <p>Create an individual KWL chart on Dating.</p>	<p>Commitment</p> <p>Affection</p> <p>Sympathetic</p> <p>Consequences</p> <p>Limits</p> <p>Dating</p> <p>Violence</p>

Unit 2: Tobacco/Alcohol/Drugs
Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Understand that using medicines the correct way can contribute to good health. 2. Identify the effects of alcohol, drugs and tobacco on their body. 3. Understanding that unhealthy behaviors can result in consequences that can affect the future. 4. Explain the impact of personal health behaviors on the functioning of body systems. 5. Explain basic peer pressure resistant strategies. 6. Identify examples of illegal drugs. 7. Differentiate between positive and negative peer pressure. 8. Identify how media and technology influences thoughts, feelings, and health behaviors. 9. Understand how decisions regarding health have consequences for self and others. 10. Describe strategies to resist the strong influence of drugs, alcohol, smoking and vaping. 11. Discuss short term and long term effects of drugs, alcohol, tobacco, and vaping on the body. 12. Identify risky behaviors and ways to avoid and reduce risks to self and others. 13. Explain the importance of assuming responsibility for	7-1 7-1 7-1 7-1 7-1 7-1 7-1 7-1 7-2 7-4 7-6 7-6 7-7 7-7		Classroom Ideas: Make a poster identifying the side effects of drugs, alcohol and tobacco. Discuss personal stories without sharing names and how it has impacted you and others. Watch a commercial and identify thoughts and feelings that it creates.	Nicotine Addictive Smokeless Tobacco Snuff Tar Bronchi Carbon Monoxide Addiction Psychological Dependence Physical Dependence Tolerance Withdrawal Relapse Secondhand Smoke Mainstream Smoke Sidestream Smoke Passive Smoker Target Audience Product Placement Point-of-Sale Promotion Cold Turkey Nicotine Replacement Therapies Alcohol Drug Depressant Inhibitions Binge drinking Minor Intoxicated Blood Alcohol Concentration Alcohol Poisoning Ulcer Fatty Liver Cirrhosis Reaction Time Fetal Alcohol Syndrome Alcoholism Malnutrition

<p>personal health behaviors.</p> <p>Content Outline:</p> <p>A. Tobacco</p> <ol style="list-style-type: none"> 1. Forms 2. Risk Factors 3. Addiction 4. Cost to Society 5. Saying No 6. Vaping <p>B. Alcohol</p> <ol style="list-style-type: none"> 1. Influences / Reasons Teens Drink 2. Effects 3. Dangers 4. Alcoholism and Abuse 5. Getting Help <p>C. Drugs</p> <ol style="list-style-type: none"> 1. Misuse & Abuse 2. Consequences 3. Types & Effects 4. Drug Free <p>D. Medications</p> <ol style="list-style-type: none"> 1. Types & Purposes 2. Prescription versus Non-Prescription 3. Effects on Body 4. Using Correctly 				<p>Alcohol Abuse Substance Abuse Enables Intervention Recovery Detoxification Drug Misuse/Abuse Marijuana Stimulant Hallucinogen Narcotics Club Drugs Inhalant Anabolic Steroids Alternative Drug Rehabilitation Medicine Vaccine Antibiotics Over-the-Counter Medicine Prescription Medicine Side Effect Tolerance</p>
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Grade 8 Health

8th Suggested Timeline: 15 Days

Unit	Days
Understand Health & Wellness	2
Adolescence Relationships, and love	2
Reproductive Systems	1
Responsible Relationships, Marriage, & Parenthood	1
Pregnancy, Childbirth, STDs & HIV/AIDS	1
Mental & Emotional Health	6

Unit 1 Understanding Health and Wellness
Approximate Length of Time 2 Classes

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Describe three parts of health. 2. Understand skills needed for good health. 3. Understand and apply the decision making model to make healthy decisions. 4. Identify how media and technology influences thoughts, feelings and health behaviors. <p>Outline:</p> <p>A. Three parts to good health</p> <ol style="list-style-type: none"> 1. Physical 2. Social 3. Mental Emotional <p>B. Skills for building health</p> <ol style="list-style-type: none"> 1. Decision Making 2. Self-Management Skills <p>C. What affects your health</p> <ol style="list-style-type: none"> 1. Heredity 2. Environment 3. Choices and Behaviors 	<p>8-1</p> <p>8-1</p> <p>8-5</p> <p>8-2</p>		<p>Classroom Ideas:</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> -How can you take responsibility for your health? -How can I make responsible decisions and avoid risk behaviors? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> -Identify the 10 health skills. -Select a health goal and prepare a plan using the decision making process. 	<p>Health Communication Evaluate Wellness Risk Conflict Consequences Heredity Prevention Environmental Stress Decision Making Advocacy</p>

Unit 2: Adolescence, Relationships, & Love

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Define puberty and discuss the mental, physical, emotional and social changes it brings about. 2. Develop strategies to deal with changes during puberty. 3. Identify the physical and emotional health concerns related to relationships and how it relates to making healthy choices. 4. Identify the kinds of love there are. 5. Analyze the outcomes of health-related decisions 6. Discuss ways of feeling comfortable on a date. <p>Outline:</p> <p>A. Adolescence</p> <ol style="list-style-type: none"> 1. Physical changes 2. Emotional changes 3. Mental changes 4. Social changes <p>B. Relationship & Love</p> <ol style="list-style-type: none"> 1. Relationships 2. Dating 3. Abstinence 4. Abuse 5. Refusal Skills 	<p>8-1</p> <p>8-7</p> <p>8-1</p> <p>8-1</p> <p>8-6</p> <p>8-1</p>		<p>What are some of the physical changes teens experience during puberty?</p> <p>What are the key skills essential to any healthy relationships?</p> <p>Why is abstinence the best choices for teens?</p> <p>Have students rate themselves on the “developmental tasks of adolescence”.</p>	<p>Adolescence Hormones Puberty Emotions Peers Communication Developmental Tasks Relationships Romantic Love Abstinence Abuse Refusal Skills</p>

Unit 3 Reproductive Systems
Approximate Length of Time 1 day

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. Describe the parts and functions of their perspective male & female reproductive system.</p> <p>2. Identify health problems related to the male & female reproductive systems.</p> <p>3. Describe care and protection for the reproductive organs.</p> <p>4. Explain menstruation and fertilization of an embryo.</p> <p>Content Outline:</p> <p>A. Functions of the reproductive systems.</p> <ol style="list-style-type: none"> 1. Anatomy 2. Functions <p>B. Health concerns</p> <ol style="list-style-type: none"> 1. Gender specific types 2. Personal Care 3. Self-examinations <p>C. Menstruation</p> <ol style="list-style-type: none"> 1. Process 2. Cycle 	<p>8-1</p> <p>8-1</p> <p>8-1</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the major components of the male & female reproductive anatomy? • How can you insure good health of your reproductive organs? • What are some of the myths associated with reproduction anatomy? • Why is it important to do self-exams. <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students submit questions to be answered via note cards. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Myths of menstruation • Consider teaching with gender specific groupings 	<p>Ovulation</p> <p>Fertilization</p> <p>Vagina</p> <p>Embryo</p> <p>Menstruation</p> <p>Menstrual Cycle</p> <p>Reproductive System</p> <p>Sperm</p> <p>Penis</p> <p>Seman</p> <p>Ejaculation</p> <p>Erection</p> <p>Gender Specific</p> <p>Females</p> <p>Fallopian Tubes</p> <p>Ovaries</p> <p>Uterus</p> <p>Cervix</p> <p>Gynecologist</p> <p>Males</p> <p>Urethra</p> <p>Testes</p> <p>Circumcision</p> <p>scrotum</p>

Unit 4: Responsible Relationships, Marriage & Parenthood
Approximate Length of Time Days: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
<ol style="list-style-type: none"> 1. Describe problems that sexually active teens may face. 2. Identify abstinence as the only 100% effective method of preventing pregnancy and STD's 3. Explain ways of dealing with sexual harassment 4. Identify qualities that promote healthy relationships and contribute to a successful marriage. 5. Summarize the responsibilities of parents. 6. Explain how to know when they are ready for marriage. 7. Demonstrate refusal and collaboration skills that avoid or reduce health risks. 8. Distinguish between safe and risky behaviors and their influence on short-term and long-term health. 9. Identify the physical and emotional health concerns related to relationships and how it relates to making healthy choices. 10. Explain the importance of assuming responsibility for personal health behaviors. 11. Understand the different types of abuse, the effects on personal health and ways to prevent and cope. 12. Investigate the influence of personal values and beliefs on individual health practices and behaviors. 	<p>8-1</p> <p>8-1</p> <p>8-8</p> <p>8-7</p> <p>8-1</p> <p>8-5</p> <p>8-4</p> <p>8-7</p> <p>8-5</p> <p>8-1</p> <p>8-7</p> <p>8-1</p>		<p>Classroom Ideas:</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What differences are there between sexual feelings and love? • What is the best way to prevent pregnancy? • What are the signs of emotional maturity? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students list how their lives would change due to a teenage pregnancy. • Discuss the school's sexual harassment policy. <p>Suggested Supplements</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> • Emphasize abstinence as the only sure way to prevent pregnancy and STD's • Create sensitivity for students of divorced parents, foster children, and adopted students 	<p>Sexual Harassment</p> <p>Contraceptive</p> <p>Spermicide</p> <p>Condom</p> <p>Oral Contraceptives</p> <p>Diaphragm</p> <p>Morals</p> <p>Social Skills</p> <p>Divorce</p> <p>Commitment</p> <p>Abstinence</p> <p>Values</p> <p>Abuse</p> <p>Battery</p> <p>Domestic violence</p> <p>Neglect</p> <p>Sexual Abuse</p>
<p>Content Outline:</p> <p>A. Responsible Relationships</p> <ol style="list-style-type: none"> 1. Sexual feelings 2. High-risk behavior 3. Making good choices 	<p>8-4</p>			

4. Contraception 5. Sexual Harassment 6. Identify healthy choices when using social media. B. Marriage & Parenthood 1. Marriage 2. Divorce 3. Parenthood				
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Unit 5: Pregnancy, Childbirth, STDs & HIV/AIDS

Approximate Length of Time: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
<ol style="list-style-type: none"> 1. Explain the changes that occur in a woman's body when she becomes pregnant. 2. Discuss what happens at childbirth. 3. Outline symptoms of various STDs. 4. Identify ways to avoid getting an STD. 5. Describe the difference between HIV and AIDS. <p>Content Outline:</p> <p>A. Pregnancy</p> <ol style="list-style-type: none"> 1. Changes in women 2. Care <p>B. Childbirth</p> <p>C. STD's, HIV, & AIDS</p> <ol style="list-style-type: none"> 1. Types of STDs 2. Avoiding STDs and HIV/AIDS 3. Responsible sex <p>Content Outline:</p>	<p>8-1</p> <p>8-1</p> <p>8-1</p> <p>8-1</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is prenatal care? • Why does teen pregnancy carry a higher-than-average risk for both the mother and baby? • What advice would you give someone who discovers that a prospective mate has had unprotected sex? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students design posters telling teens how to avoid STDs. • Ask students to develop a list of their hopes and dreams. Discuss how an unplanned pregnancy may interfere with these goals. <p>Suggested Supplements: Teaching Notes:</p> <ul style="list-style-type: none"> • Emphasize abstinence as being the only sure way to prevent STDs & pregnancy. 	<p>Placenta Umbilical cord Prenatal care Contractions Sexually transmitted diseases Chlamydia Genital warts Genital herpes Gonorrhea AIDS AIDS-defining opportunistic illnesses Injection drugs</p>

Unit 6 Mental Health

Approximate Length of Time 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Define and describe mental and emotional health and how it affects adolescent development and relationships. 2. Understand that self-esteem and self concept determine your mental/emotional health. 3. Learning to deal with emotions in a healthy way is important. 4. Understand how stress affects short and long term health and ways to manage it. 5. Understand that many mental and emotional disorders can be treated. 6. Describe and identify mental and emotional disorders. 7. Demonstrate strategies for coping with problems and stress. 8. Identify the warning signs of suicide and how to seek help and address it. <p>Content Outline:</p> <p>A. Understanding Mental and Emotional Health</p> <ol style="list-style-type: none"> 1. Self-Concept 2. Self-Esteem 3. Resilience 4. Healthy Emotions 5. Expressing Emotions 6. Emotional Needs <p>B. Managing Stress</p> <ol style="list-style-type: none"> 1. How Body Responds 2. Managing 3. Healthy and Unhealthy 4. Influences <p>C. Mental and Emotional Disorders</p> <ol style="list-style-type: none"> 1. Types 2. Suicide Prevention <ol style="list-style-type: none"> a. Warning Signs b. Causes 3. Treatments 	<p>8-1</p> <p>8-1</p> <p>8-1</p> <p>8-1</p> <p>8-1</p> <p>8-1</p> <p>8-1</p> <p>8-6</p> <p>8-8</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Have you seen or dealt with anyone in your lifetime that has been affected negatively by Mental/Emotional health issues? • What are positive ways people can deal with their mental/emotional issues? • How can you help those with Mental/Emotional Health issues? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Pre-test: Have students write one sentence thoughts on what they think the topic of discussion means. • Real-life scenarios on how to deal with stress 	<p>Mental/Emotional Health</p> <p>Personality</p> <p>Self-concept</p> <p>Self-esteem</p> <p>Confidence</p> <p>Resilience</p> <p>Emotions</p> <p>Mood Swings</p> <p>Anxiety</p> <p>Emotional Needs</p> <p>Stress</p> <p>Stressor</p> <p>Fight-or-flight Response</p> <p>Adrenaline</p> <p>Time Management</p> <p>Mental and Emotional Disorders</p> <p>Anxiety Disorders</p> <p>Phobias</p> <p>Mood Disorder</p> <p>Personality Disorders</p> <p>Schizophrenia</p> <p>Major Depression</p> <p>Suicide</p> <p>Therapy</p> <p>Family Therapy</p> <p>Psychologists</p> <p>Psychiatrists</p> <p>Clinical Social Worker</p>

HS Health

General Description

Although many students may seem physically mature, they are still in the process of changing from external guidance to internal direction. In addition, the illusion of immortality is common to them, and the possibility of their developing a disease or disability in the distant future may carry even less weight for them than for younger adolescents. Therefore, instruction centering on the more immediate consequences of behavior or the imminent transition to adulthood is likely to be more effective than instruction emphasizing a long-term approach. Students are receptive to information provided by trusted adults but are often overconfident about their own knowledge and coping abilities. Therefore, positive adult and peer role models are critically important at this age.

A positive development among many students is that they are becoming aware of their influence on younger children and are taking an increasingly active role in the school and the community as concerned citizens. They are often willing participants as role models or peer advisers. By this time most students are also beginning to think about career and life options. The curriculum can stimulate those interests and help to inform students about health-or food-related careers.

HS Suggested Timeline: 44 Days - One Term

Unit	Days
Understanding Health & Wellness	3
Taking Charge of Your Health	3
Managing Stress & Coping With Loss	3
Understanding Stress	3
Mental & Emotional Problems	5
Skills for Healthy Relationships	3
Peer Relationships	3
Resolving Conflicts & Preventing Violence	3
Nutrition for Health	5
Managing Weight & Eating Disorders	3
Medicines & Drugs	1
Tobacco	2
Alcohol	2
Illegal Drugs	2
Male and Female Reproductive Systems	1
Contraception /Sexually Transmitted Diseases and HIV/AIDS	2

Unit 1: Understanding Health & Wellness

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand factors that affect their health status. 2. Students will understand how to practice healthful behaviors. 3. Students will describe how to be self-confident and assertive when dealing with peer pressure. 4. Students will understand how to evaluate their decision making style and learn how to use the decision making model to make healthy decisions <p>Content Outline:</p> <p>A. Factors that affect health status.</p> <ol style="list-style-type: none"> 1. 10 factors that affect a persons health. 2. Random Events 3. Comprehending health concepts. <p>B. Practicing healthful behaviors</p> <ol style="list-style-type: none"> 1. Complete Health Behavior Inventory, and analyze. 2. Influences on health 3. Resistance Skills 	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Health Collage & Position Paper</p>	<p>Classroom Ideas:</p> <p>Students complete a test that helps them determine what factors contribute toward good and poor health.</p> <p>Teacher lead discussions that center around handling adverse situations</p> <p>Students complete a position paper. This is a getting to know you activity where students describe their current position in life.</p>	<p>Health Random Event Risk Health Behavior Chronic Disease Heredity Environment Peers Culture Media Technology Prevention Abstinence Cumulative Risk Lifestyle Factors</p>

Unit 2: Taking Charge of Your Health
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: 1. Learn Health skills can help a person stay healthy throughout his or her life. 2. Students will learn how to set goals 3. Students will gain the skills to evaluate health products and services that enhance health</p> <p>Content Outline: A. Building Health Skills 1. Conflict Resolution skills 2. Decision Making 3. Goal Setting B. Managing Consumer Problems 1. Resolving Consumer Problems</p>	<p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Health Goals Rubric</p>	<p>Classroom Ideas On Line Health Quiz • Students analyze commercials, or advertisements for facts and target audience.</p> <p>Students complete a goal setting activity.</p>	<p>Interpersonal communication Refusal Skills Conflict Resolution Stress Management Advocacy Values Decision Making Skills Goals Action Plan Health Consumer Advertising Comparison Shopping Warranty Consumer Advocates Malpractice Health Fraud</p>

Unit 3: Managing Stress and Coping with Loss
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Students will understand how mental and emotional health helps you develop a healthy self-esteem. 2. Students will analyze how character and identity are developed. 3. Students will understand how managing your emotions can benefit your health.</p> <p>Content Outline:</p> <p>A. Developing your self-esteem.</p> <p>1. Characteristics of good mental health.</p> <p>2. How do you develop self-esteem, and how is it improved.</p> <p>B. Developing identity and character.</p> <p>1. How identity formed. 2. Traits of Good Character.</p> <p>C. Understanding your emotions.</p> <p>1. Managing emotions.</p>	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas: Students list people who are influential in their life and characteristics about that person.</p>	<p>Mental Health Emotional Health Resilient Self-esteem Competence Hierarchy of needs Self-actualization Personal Identity Role Model Personality Character Integrity Constructive Criticism Emotions Hormones Hostility Empathy Defense Mechanism</p>

Unit 4: Understanding Stress
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will identify potential causes of stress 2. Students will analyze the body's response to stress. 3. Students will understand stress management techniques to help avoid and reduce stress. 4. Students will describe the stages of grief. <p>Content Outline:</p> <p>A. Understanding Stress</p> <ol style="list-style-type: none"> 1. What is Stress? 2. What causes stress? 3. Your body's reaction to stress. <p>B. Managing Stress</p> <ol style="list-style-type: none"> 1. Stress Management Techniques 2. Building Resiliency 	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas:</p> <p>Students complete a stress test, and identify the stressors in their life.</p> <p>Defense Mechanism Bingo</p> <p>Students complete a hostility measurement.</p>	<p>Perception Stressor Psychosomatic Response Chronic Stress Relaxation Response Stages of Grief Closure Coping Mourning Traumatic Events</p>

Unit 5: Mental & Emotional Problems
Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will develop a understanding of how anxiety and depression can be treatable mental health problems. Students will gain a understanding of mental health disorders. Students will gain a understanding of warning signs and treatment that can help prevent suicide. <p>Content Outline:</p> <p>A. Dealing with Anxiety and Depression.</p> <ol style="list-style-type: none"> Understanding anxiety and depression. Causes of Anxiety and Depression <p>B. Mental Disorders</p> <ol style="list-style-type: none"> Types of Mental Disorders <p>C. Suicide Prevention</p> <ol style="list-style-type: none"> Facts about suicide Preventing Suicide 	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Research Paper</p>	<p>Classroom Ideas:</p> <p>Students rank their top anxiety from 1-10 and discuss the source of that anxiety.</p> <ul style="list-style-type: none"> Students create a suicide prevention pamphlet that displays information when dealing with someone with depression and suicide. 	<p>Anxiety Depression Apathy Mental Disorder Stigma Anxiety Disorder Mood Disorder Conduct Disorder Alienation Suicide Cluster Suicides Psychotherapy Behavior Therapy Cognitive therapy Family Therapy Group Therapy Drug Therapy</p>

Unit 6: Skills for Healthy Relationships
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will identify how strong relationships have a positive influence on overall health. Students will analyze ways of showing respect for themselves and others. Students will understand how communications skills can help build healthy relationships. <p>Content Outline:</p> <p>A. Foundations of a healthy relationship</p> <ol style="list-style-type: none"> Relationships and your role Traits of healthy relationships The need for values and tolerance <p>B. Communicating Effectively</p> <ol style="list-style-type: none"> Communication Styles Listening skills and non-verbal communication 	<p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas: Students will complete a skit that displays 5 of the terms listed in this chapter.</p>	<p>Aggressive Passive Assertive Active Listening Body Language Prejudice Stereotype Tolerance Bullying Hazing Relationship Friendship Citizenship Role Cooperation Compromise</p>

Unit 7: Peer Relationships

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: 1. Students will learn how to build and maintain healthy friendships. 2. Students will learn skills to stand negative peer pressure. 3. Students will discuss reasons why it is beneficial to abstain from negative situations that could damage their emotional health.</p> <p>Content Outline: A. Safe and Healthy Friendships 1. Peer Relationships 2. Recognizing Problems 3. Managing feelings B. Peer Pressure and Refusal Skills 1. Peer Pressure 2. Resisting Negative Peer Pressure C. Practicing Abstinence 1. Dating Decisions 2. Consequences</p>	<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Class Debates</p>	<p>Classroom Ideas: Students participate in discussions on why peer pressure is so effective. • Students write a essay describing what life will be like in 10 years. Students will include how resisting negative peer pressure will help you achieve your goals.</p>	<p>Platonic Friendship Clique Peer Pressure Harassment Manipulation Priorities Intimacy Infatuation Self-Control Sexually Transmitted Diseases</p>

Unit 8: Resolving Conflicts and Preventing Violence
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Students will understand the causes of conflicts and how to help prevent them.</p> <p>2. Students will apply mediation and negotiation to resolve conflicts.</p> <p>3. Students will know about forms of violence and way to protect Themselves.</p> <p>Content Outline:</p> <p>A. Causes of Conflict</p> <p>1. Understanding conflicts</p> <p>2. Preventing Conflicts</p> <p>B. Resolving Conflicts</p> <p>1. Negotiation and</p> <p>2. Mediation Process</p> <p>C. Understanding Violence</p> <p>1. Causes of violence</p> <p>2. Types of Violence</p>	<p>Standard 1:</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas:</p> <p>Students engage in role-playing to use conflict resolution skills.</p>	<p>Conflict Interpersonal Conflicts</p> <p>Escalate Negotiation</p> <p>Confidentially</p> <p>Peer Mediation</p> <p>Violence Assault</p> <p>Random Violence</p> <p>Homicide</p> <p>Sexual Violence</p> <p>Sexual Assault Rape</p> <p>Physical Abuse</p> <p>Emotional Abuse</p> <p>Verbal Abuse Sexual Abuse Stalking Date Rape</p>

Unit 9: Nutrition for Health

Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Students will obtain the resources to make healthy eating choices. 2. Students will analyze food, their own eating habits and lifestyle habits to improve nutrient intake. 3. Students will discover ways to become physically fit.</p> <p>Content Outline: A. The Importance of Nutrition 1. Why Nutrition Matters 2. Food and You B. Nutrients 1. Nutrients and Energy 2. Types of Nutrients C. Healthy Food Guidelines 1. My Plate 2. Healthy Eating Patterns D. Nutrition Labels and Food Safety 1. Nutrition Labels 2. Food Safety</p>	<p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Nutrition Log</p>	<p>Classroom Ideas: Students complete a food inventory intake. To calculate their caloric intake, and nutrient density. Have students calculate their BMR</p>	<p>Nutrition Nutrients Calorie Hunger Appetite Carbohydrates Fiber Proteins Cholesterol Vitamins Minerals Osteoporosis Nutrient-dense Food Additives Food borne illness Pasteurization Cross-contamination Food Allergy Food Intolerance</p>

Unit 10: Managing Weight and Eating Behaviors
Approximate Length of Time: 3 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Students will have the ability to manage weight in healthful ways.</p> <p>2. Students will understand the negative impact of eating disorders.</p> <p>3. Students will understand how body image is a factor that can lead to unhealthy behaviors.</p> <p>4. Students will understand the characteristics that lead to a health lifestyle.</p> <p>Content Outline:</p> <p>A. Maintaining a healthy weight</p> <p>1. Caloric Intake</p> <p>2. Maintaining a Health Weight</p> <p>B. Body Image and Eating Disorders</p> <p>1. Accepting yourself</p> <p>2. Eating Disorders</p>	<p>Standard 7:</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 5:</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas:</p> <p>Students will research an eating disorder and report to class.</p> <ul style="list-style-type: none"> • Students calculate their daily caloric intake. 	<p>Metabolism Body Mass Index Overweight Obese Underweight Body Image Fad Diets Weight Cycling Eating Disorders Anorexia Nervosa Bulimia Nervosa Binge Eating Disorder Vegetarian Dietary Supplements Performance Enhancers Herbal Supplements Megadoses</p>

Unit 11: Medicines and Drugs
Approximate Length of Time: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Students will analyze how to treat or prevent illnesses. 2. Students will understand medicine's effect on the body.</p> <p>Content Outline: A. The Role of Medicines 1. Type of Medicines 2. Reactions to Medications B. Using Medicines Safely 1. Standards for Medication. 2. Misuse</p>	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas: Students pick a medication and list the possible side effects and chief effects.</p>	<p>Prescription Medications Over-the-counter Medicine Misuse Medicine Abuse Drug Overdose Medicines Drugs Vaccine Side-Effect Additive Interaction Synergistic Effect Antagonistic Interaction</p>

Unit 12: Tobacco

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Students will analyze the effects of all forms of tobacco on the body. 2. Students will understand the benefits of living a tobacco free lifestyle. 3. Students will explain the different types of addiction.</p> <p>Content Outline: A. The Health Risks of Tobacco Use. 1. Types of Tobacco 2. Effects of Tobacco Use B. Choosing to Live Tobacco Free 1. Teens and Tobacco 2. Quitting C. Promoting a Smoke-Free Environment 1. Health Risks 2. Smoke-Free Society</p>	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>My Choice Paper</p>	<p>Classroom Ideas: Students list the short and long term effects of tobacco.</p>	<p>Environmental Tobacco Smoke Mainstream Smoke Sidestream Smoke Nicotine Withdrawal Nicotine Substitutes Tobacco Cessation Program Addictive Drug Nicotine Carcinogen Tar Carbon Monoxide Smokeless Tobacco Leukoplakia</p>

Unit 13: Alcohol

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Students will analyze the short and long term effects of alcohol. 2. Students will evaluate factors that influence teens to use alcohol. 3. Students will explain the stages of addiction.</p> <p>Content Outline: A. The Health Risks of Alcohol Use</p> <p>1. Short-Term and Long-Term Effects 2. Binge Drinking B. Choosing to Live Alcohol-Free 1. Health Risks 2. Alcohol and violence/ Risky Behavior 3. Avoiding Alcohol</p>	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas: Students will read articles that show how alcohol use can damage society.</p>	<p>Blood Alcohol Concentration Fetal Alcohol Syndrome Alcoholic Recovery Sobriety Psychological Dependence Physiological Dependence Alcohol Abuse Alcoholism Ethanol Fermentation Depressant Intoxication Binge Drinking Alcohol Poisoning</p>

Unit 14: Illegal Drugs

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Students will analyze the physical, mental, emotional, and social health risks associated with drug use. 2. Students will understand the risks associated with marijuana, inhalants and steroid abuse 3. Students will analyze stimulants, depressants, opiates, hallucinogens and how the effect the central nervous system. 4. Students will learn skills to help them stay drug free.</p> <p>Content Outline: A. Health Risks of Drug Use 1. Substance Abuse 2. How Drugs Affect Your Health B. Marijuana, Inhalants, and Steroids 1. Marijuana 2. Inhalants 3. Steroids B. Psychoactive Drugs 1. Effects of Psychoactive Drugs 2. Club Drugs 3. Living Drug Free</p>	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Public Service Announcement</p>	<p>Classroom Ideas: Students research a drug and give a in class presentation • Students make a brochure about the dangers of drug use.</p>	<p>Rehabilitation Psychoactive Drugs Designer Drugs Hallucinogens Euphoria Depressants Stimulants Opiates Marijuana Paranoia Inhalants Anabolic-Androgenic Steroids Substance Abuse Illegal Drugs Illicit Drug Use Overdose Addiction</p>

Unit 15: Male and Female Reproductive Systems

Approximate Length of Time: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. Analyze the Relationship between good personal hygiene, health promotion and disease prevention.</p> <p>2. Describe the function of the male and female reproductive systems.</p> <p>3. Recognize the importance of early detection in treatment of conditions of the reproductive systems.</p> <p>Content Outline:</p> <p>A. Male Reproductive System</p> <p>1. Concerns about the reproductive System.</p> <p>2. Male Reproductive Health.</p> <p>B. Female Reproductive System</p> <p>1. Concerns about the reproductive system.</p> <p>2. Female Reproductive Health</p>	<p>Standard 1:</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas:</p> <p>Split up the class, have a school nurse discuss female reproductive issues with the females and I will meet with the males.</p>	<p>Testosterone Sperm Testes Scrotum Epididymis Penis Semen Vas Deferens Vulva Vagina Cervix Uterus Fallopian Tubes Ovulation Menstruation Ovaries</p>

Unit 16: Contraception /Sexually Transmitted Diseases and HIV/AIDS
Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will analyze the common STDs their symptoms and treatments. Students will study HIV/AIDS and how it attacks the immune system. Students will study HIV/AIDS diagnosis, treatment and prevention. <p>Content Outline:</p> <p>A. Sexually Transmitted Diseases</p> <ol style="list-style-type: none"> What are STDs? Common STDs <p>B. Preventing STDs</p> <ol style="list-style-type: none"> Diagnosis and Treatment <p>C. HIV/AIDS</p> <ol style="list-style-type: none"> What is HIV/AIDS Preventing HIV/AIDS <p>D. Contraception</p> <ol style="list-style-type: none"> Facts about pregnancy prevention Methods of Contraception Contraception 	<p>Standard 1:</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Unit Test</p>	<p>Classroom Ideas:</p> <p>Students will be able to option out of class during the contraception discussions.</p>	<p>EIA Western Blot Rapid Test Human Immunodeficiency Virus Acquired Immunodeficiency Syndrome Antibiotics HPV Vaccine Sexually Transmitted Disease Sexually Transmitted Infections Asymptomatic Withdrawal Contraception Fertility awareness methods Condom Spermicide Diaphragm Cervical Cap Oral Contraceptives Contraceptive Injection Vasectomy Tubal Ligation Abstinence</p>

Grade K PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education is to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well-rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

Grade K Suggested Timeline

Approximately 22 minute classes, every other day. Approximately 82 days/lessons a year.

Unit	Days
Basketball	8
Fitness	4
Free Day	2
Football	8
Frisbee	4
Golf	6
Gymnastics	4
Handball	3
Hockey	6
Jump Rope	6
Parachute	2
Soccer	6
Softball	6
Station Work	4
Tennis	6
Volleyball	6

Unit: Basketball

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills - Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Stations <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.K.2 NEPE.K.5</p> <p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready Position, Eyes up Use finger Pads Push Ball, Don't slap Keep ball waist high, off to side <p>Chest Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target Extend arms & point thumbs down <p>Bounce Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target and aim $\frac{2}{3}$ of way to target Extend arms & point thumbs down <p>Shooting CE's</p> <ol style="list-style-type: none"> B- Balance E- Eyes on rim E- Elbow under ball F- Follow through 	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Post, teach & demonstrate the critical elements of all skills Demonstrate how to dribble with favorite and unfavorable hand, have students practice Demonstrate chest and bounce pass, have students practice Demonstrate how to shoot a ball, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,</p>

Unit: Fitness

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies SWBAT identify opportunities outside of PE to actively play SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline: Set up 4 stations and rotate students to each station. Stations are usually 3-4 minutes long. Spread out fitness days to about 1 time per quarter</p>	<p>NEPE.K.3 NEPE.K.5</p> <p>NEPE.K.3</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Jump Ropes - Step Ups - Pogo Balls - Hippy Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items - Hop/Jump over Items <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk</p>

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Questions to check for	Classroom Ideas:	Cooperation, Taking

<p>1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE</p> <p>2. SWBAT use a variety of physical skills and movement patterns while playing</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Teacher will set out a variety of equipment to the students to play with.</p> <p>2. Students can change activities anytime they want</p> <p>3. Teacher must cover all safety items with students before playtime</p>	<p>NEPE.K.4 NEPE.K.5</p> <p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>understanding (Critical Elements)</p>	<p>Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class</p> <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>turns, Team work, arguing, sharing Safety</p>
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Unit: Football

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to understand the basic</p>	<p>NEPE.K.2 NEPE.K.5</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of</p>	<p>Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone,</p>

<p>that frisbee is a lifetime sport</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Throwing Catching <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again Add frisbee disc catchers to a station 	<p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>Elements)</p> <p>Backhand Throwing CE's</p> <ol style="list-style-type: none"> Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee Turn sideways and point frisbee at target Bring frisbee back and give yourself a small hug Keep frisbee flat and flick wrist at end 	<p>all skills</p> <ul style="list-style-type: none"> • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee • End class with a hand shake, high 5 or fist bump to 3 classmates 	
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Unit: Golf

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to understand the basic rules of the game.</p>	<p>NEPE.K.2 NEPE.K.3 NEPE.K.5</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p>	<p>Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart</p>

<p>2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Throwing b. Catching 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.K.1</p> <p>NEPE.K.4</p>	<ol style="list-style-type: none"> 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> 1. Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers 	<p>ways & have students practice</p> <ul style="list-style-type: none"> • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>shot, goal, defense, offense, interception,</p>
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Unit: Hockey

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, 	<p>NEPE.K.2</p> <p>NEPE.K.5</p> <p>NEPE.K.1</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> 1. Hands apart/ thumbs 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to dribble & have students practice • Demonstrate passing 	<p>Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,</p>

<p>passing, shooting & goalkeeping</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>Basic Skills</p> <p>- Demonstrate and have students practice:</p> <ol style="list-style-type: none"> a. Dribbling b. Passing c. Shooting d. Goalkeeping <p>2. Stations</p> <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.K.4</p>	<p>down</p> <ol style="list-style-type: none"> 2. Tap puck to move it 3. Use both sides of blade 4. Keep eyes up <p>Passing CE's</p> <ol style="list-style-type: none"> 1. Stand on side of puck 2. Keep eyes on puck 3. Push puck to pass (Scraping noise on floor) 4. Stick stays on ground the whole time 	<p>& have students practice</p> <ul style="list-style-type: none"> • Demonstrate shooting & have students practice • Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	
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Unit: Jump Rope

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again b. Jump rope cards & challenges 	<p>NEPE.K.2 NEPE.K.3 NEPE.K.5</p> <p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Jump Rope CE's</p> <ol style="list-style-type: none"> 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on balls of feet <p>Long Jump Rope CE's (Twirler)</p> <ol style="list-style-type: none"> 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together <p>Long Jump Rope CE's (Jumper)</p> <ol style="list-style-type: none"> 1. Start in middle of rope 2. Watch the turner 3. Land on balls of feet 4. Double bounce to keep rhythm 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of feet, Rhythm, Twirler</p>
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Unit: Parachute

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Safety Checklist during group work	Classroom Ideas:	Parachute, shake, hold,

<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.K.2 NEPE.K.5</p> <p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> 1. Ready position 2. Use inside of foot 3. Keep ball close 4. Tap ball to move up field <p>Passing CE's</p> <ol style="list-style-type: none"> 1. Plant non-kicking foot next to ball 2. Keep eye on ball 3. Spread arms for balance 4. Use inside of foot & follow through 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to dribble & have students practice • Demonstrate passing & have students practice • Demonstrate shooting & have students practice • Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ball, Dribble, Pass, Shoot, Goalie, Goal, Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw-In, Header, Bicycle kick, Hat Trick,</p>
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Unit: Softball

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> a. Throwing b. Catching c. Hitting c. Base Running 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.K.2</p> <p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> 1. Ready position/ eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly & be ready to throw ball <p>Throwing CE's</p> <ol style="list-style-type: none"> 1. Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" 2. Step to target & rotate hips 3. Transfer weight to target 4. Follow through near ear to opposite pocket <p>Hitting CE's</p> <ol style="list-style-type: none"> 1. Stand sideways with hands on the bat favorite hand on top 2. Take small step to pitcher 3. Hips & shoulders rotate 4. Watch ball hit the bat 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to hit a ball, have students practice • Demonstrate how to run bases, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Hit, Throw, Catch, Bat, Ball, Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout</p>

Unit: Station Work

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Set up 4 stations and rotate students to each station. Stations are usually 3-4 minutes long. 2. Spread out station work days to about 1 time per quarter 	<p>NEPE.K.3 NEPE.K.5</p> <p>NEPE.K.3</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling <p>• End class with a hand shake, high 5 or fist bump to 3 classmates</p>	<p>Toss, Catch, Bounce, Balance, Hit, Roll, Pin, Ball,</p>

Unit: Tennis

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> a. Self Volley b. Forehand 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.K.2</p> <p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Self Volley CE's</p> <ol style="list-style-type: none"> 1. Keep stiff wrist 2. Keep paddle flat 3. Let ball come down to you 4. Tap soft, don't hit it hard <p>Forehand CE's</p> <ol style="list-style-type: none"> 1. Side to target 2. Contact ball around front foot 3. Hips rotate at contact 4. Follow through with stiff wrist (Racket goes low to high) 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to self volley with and without racquet & have students practice • Demonstrate the forehand stroke & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ace, Advantage, Baseline, Crosscourt, Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot</p>

Unit: Volleyball

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> a. Forearm pass b. Underhand serve 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.K.2</p> <p>NEPE.K.1</p> <p>NEPE.K.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Forearm pass CE's (Bump)</p> <ol style="list-style-type: none"> 1. Ready position 2. Fist/cup with arms straight 3. Receive ball on forearms 4. Use legs for control with little shoulder shrug <p>Underhand Serve CE's</p> <ol style="list-style-type: none"> 1. Opposite foot forward 2. Lean slightly forward 3. Swing arm straight back & forth 4. Contact ball waist high and follow through 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to make a forearm pass (bump) & have students practice • Demonstrate the underhand serve & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace</p>

Grade 1 PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education is to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well-rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

Grade 1 Suggested Timeline

45 minute classes, one time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Stations <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.1.2 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready Position, Eyes up Use finger Pads Push Ball, Don't slap Keep ball waist high, off to side <p>Chest Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target Extend arms & point thumbs down <p>Bounce Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target and aim $\frac{2}{3}$ of way to target Extend arms & point thumbs down <p>Shooting CE's</p> <ol style="list-style-type: none"> B- Balance E- Eyes on rim E- Elbow under ball F- Follow through 	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Post, teach & demonstrate the critical elements of all skills Demonstrate how to dribble with favorite and unfavorite hand, have students practice Demonstrate chest and bounce pass, have students practice Demonstrate how to shoot a ball, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,</p>

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies SWBAT identify opportunities outside of PE to actively play SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <p>Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long.</p> <p>Spread out fitness days to about 1 time per semester</p>	<p>NEPE.1.3 NEPE.1.5</p> <p>NEPE.1.3</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Jump Ropes - Step Ups - Pogo Balls - Hippity Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items - Hop/Jump over Items <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk</p>

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none">1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE2. SWBAT use a variety of physical skills and movement patterns while playing3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none">1. Teacher will set out a variety of equipment to the students to play with.2. Students can change activities anytime they want3. Teacher must cover all safety items with students before playtime	<p>NEPE.1.4 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class</p> <ul style="list-style-type: none">• End class with a hand shake, high 5 or fist bump to 3 classmates	<p>Cooperation, Taking turns, Team work, arguing, sharing Safety</p>

Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for throwing, catching. Kicking off a tee, and flag pulling SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> Throwing Catching Kicking Flag Pulling Stations <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.1.2 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> Eyes on ball Thumbs together for passes above waist Pinkies together for passes below waist Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> Turn sideways & point non-throwing hand to target. Throwing arm makes the letter "L" Grip ball with fingers on the laces Step to target Follow through letting ball roll off your fingers <p>Punting CE's</p> <ol style="list-style-type: none"> Hold ball on side with 2 hands Drop ball, don't toss it Use laces to kick ball Kick with toe pointed out to target and leg straight 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw & have students practice Demonstrate catching & have students practice Demonstrate how to kick a ball, have students practice Demonstrate how to pull a flag & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion, Interception, Fumble, Goal Line, 1st Down, Huddle, Line of Scrimmage, Offense, Defense, Hand-off,</p>

Unit: Frisbee

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game. Students will learn that frisbee is a lifetime sport SWBAT demonstrate progress towards the appropriate techniques for throwing & catching SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> Demonstrate and have students practice: <ol style="list-style-type: none"> Throwing Catching Stations <ol style="list-style-type: none"> Practicing each skill again Add frisbee disc catchers to a station 	<p>NEPE.1.2 NEPE.1.3 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Backhand Throwing CE's</p> <ol style="list-style-type: none"> Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee Turn sideways and point frisbee at target Bring frisbee back and give yourself a small hug Keep frisbee flat and flick wrist at end 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw & have students practice Demonstrate catching & have students practice Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Frisbee, 1 hand catch, Alligator catch, pancake catch, Frisbee Catcher,</p>

Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p>		<p>Skill Checklist during station work</p>	<p>Classroom Ideas:</p> <p>Post, teach &</p>	<p>Driver, Wedge, Putter, Divot, Hole-in-one,</p>

<p>1. Students will be able to understand the basic rules of the game. Students will learn that golf is a lifetime sport</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for putting & chipping</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Putting Chipping <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.1.2 NEPE.1.3 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Putting CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Legs A, Arms Y Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) Bullseye soft <p>Chipping CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Legs A, Arms Y Y-Chip-Y (foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) Bullseye soft 	<p>demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Take about safety measures while golfing Demonstrate how to putt & have students practice Demonstrate chip & have students practice Demonstrate how groups hit together and pick up together. Nobody is walking around while another group member is pickup up. Groups must work together to keep everyone safe End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough, fairway, fringe, green, Putting line, Pin</p> <p>ABC Safety Rules: A- All sides B- Broadcast C- Check all sides again</p>
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Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to understand the basic safety rules of the gymnastics</p>	<p>NEPE.1.2 NEPE.1.4 NEPE.1.5</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p>	<p>Forward roll, backward roll, cartwheel, round-off, log roll, egg roll, balance beam,</p>

Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Throwing b. Catching 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.1.2 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> 1. Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to throw several different ways & have students practice • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass, Above the head pass, pivot, catch, shot, goal, defense, offense, interception,</p>

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline: Basic Skills - Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Goalkeeping 2. Stations <ol style="list-style-type: none"> Practicing each skill again </p>	<p>NEPE.1.2 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Hands apart/ thumbs down Tap puck to move it Use both sides of blade Keep eyes up <p>Passing CE's</p> <ol style="list-style-type: none"> Stand on side of puck Keep eyes on puck Push puck to pass (Scraping noise on floor) Stick stays on ground the whole time <p>Shooting CE's</p> <ol style="list-style-type: none"> Keep hands apart Stand on side of puck Weight back, stick knee high Transfer weight forward and keep stick below knee (Click noise on floor) <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> Ready Position Blade between feet Watch puck all the way in Catch/knock puck away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to dribble & have students practice Demonstrate passing & have students practice Demonstrate shooting & have students practice Demonstrate goalkeeping & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,</p>

Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again b. Jump rope cards & challenges 	<p>NEPE.1.2 NEPE.1.3 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Jump Rope CE's</p> <ol style="list-style-type: none"> 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on the balls of feet <p>Long Jump Rope CE's (Twirler)</p> <ol style="list-style-type: none"> 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together <p>Long Jump Rope CE's (Jumper)</p> <ol style="list-style-type: none"> 1. Start in middle of rope 2. Watch the turner 3. Land on balls of feet 4. Double bounce to keep rhythm 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • Demonstrate how to enter a long rope while it is being twirled • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of the feet, Rhythm, Twirler</p>
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Unit: Soccer

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Goalkeeping Stations <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.1.2 NEPE.1.5</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready position Use inside of foot Keep ball close Tap ball to move up field <p>Passing CE's</p> <ol style="list-style-type: none"> Plant non-kicking foot next to ball Keep an eye on ball Spread arms for balance Use inside of foot & follow through <p>Shooting CE's</p> <ol style="list-style-type: none"> Plant non-kicking foot on side of the ball Spread arms for balance @ lean back Kick with inside of laces Follow through in upward motion <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> Ready Position Hands out in front of body Watch ball Stop ball with hands and roll or kick the ball away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to dribble & have students practice Demonstrate passing & have students practice <ul style="list-style-type: none"> Demonstrate shooting & have students practice Demonstrate goalkeeping & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ball, Dribble, Pass, Shoot, Goalie, Goal, Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw-In, Header, Bicycle kick, Hat Trick,</p>
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Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas:	Hit, Throw, Catch, Bat,

<p>1. Students will be able to understand the basic rules of the game</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Throwing Catching Hitting Base Running <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.1.2</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> Ready position/ eyes on ball Thumbs together for passes above waist Pinkies together for passes below waist Step to ball and catch softly & be ready to throw ball <p>Throwing CE's</p> <ol style="list-style-type: none"> Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" Step to target & rotate hips Transfer weight to target Follow through near ear to opposite pocket <p>Hitting CE's</p> <ol style="list-style-type: none"> Stand sideways with hands on the bat favorite hand on top Take small step to pitcher Hips & shoulders rotate Watch the ball hit the bat 	<p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw & have students practice Demonstrate catching & have students practice Demonstrate how to hit a ball, have students practice Demonstrate how to run bases, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ball, Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout</p>
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Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to understand that moving</p>	<p>NEPE.1.3 NEPE.1.5</p>	<p>Skill Checklist during station work</p> <p>Questions to check for</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the</p>	<p>Toss, Catch, Bounce, Balance, Hit, Roll, Pin, Ball,</p>

<p>fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving</p> <p>2. SWBAT identify opportunities outside of PE to actively play</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. 2. Spread out station work days to about 1 time per semester 	<p>NEPE.1.3</p> <p>NEPE.1.4</p>	<p>understanding (Critical Elements)</p>	<p>critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling <p>• End class with a hand shake, high 5 or fist bump to 3 classmates</p>	
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Unit: Tennis

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> a. Self Volley b. Forehand 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.1.2</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Self Volley CE's</p> <ol style="list-style-type: none"> 1. Keep stiff wrist 2. Keep paddle flat 3. Let ball come down to you 4. Tap soft, don't hit it hard <p>Forehand CE's</p> <ol style="list-style-type: none"> 1. Side to target 2. Contact ball around front foot 3. Hips rotate at contact 4. Follow through with stiff wrist (Racket goes low to high) <p>Serve CE's</p> <ol style="list-style-type: none"> 1. Place non-dominant foot forward 2. Toss ball up & out in front 3. Extend Racquet up to ball 4. Watch the ball hit the racquet 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to self volley with and without racquet & have students practice • Demonstrate the forehand stroke & have students practice • Demonstrate the serve & have students practice. (High 5, Toss, Tap) • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ace, Advantage, Baseline, Crosscourt, Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot</p>

Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> a. Forearm pass b. Underhand serve 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.1.2</p> <p>NEPE.1.1</p> <p>NEPE.1.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Forearm pass CE's (Bump)</p> <ol style="list-style-type: none"> 1. Ready position 2. Fist/cup with arms straight 3. Receive ball on forearms 4. Use legs for control with little shoulder shrug <p>Underhand Serve CE's</p> <ol style="list-style-type: none"> 1. Opposite foot forward 2. Lean slightly forward 3. Swing arm straight back & forth 4. Contact ball waist high and follow through <p>Overhand Serve CE's</p> <ol style="list-style-type: none"> 1. Opposite foot forward 2. Toss the ball up in the air, slightly in front of you 3. Extend arm up to ball 4. Watch ball hit your hand & follow through 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to make a forearm pass (bump) & have students practice • Demonstrate the underhand serve & have students practice • Demonstrate the overhand serve & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace</p>

Grade 2 PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education are to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well-rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

We also focus on sportsmanship which means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat.

Grade 2 Suggested Timeline

45 minute classes, 1 time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Stations <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.2.2 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready Position, Eyes up Use finger Pads Push Ball, Don't slap Keep ball waist high, off to side <p>Chest Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target Extend arms & point thumbs down <p>Bounce Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target and aim $\frac{2}{3}$ of way to target Extend arms & point thumbs down <p>Shooting CE's</p> <ol style="list-style-type: none"> B- Balance E- Eyes on rim E- Elbow under ball F- Follow through 	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Post, teach & demonstrate the critical elements of all skills Demonstrate how to dribble with favorite and unfavorable hand, have students practice Demonstrate chest and bounce pass, have students practice Demonstrate how to shoot a ball, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,</p>

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies SWBAT identify opportunities outside of PE to actively play SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <p>Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long.</p> <p>Spread out fitness days to about 1 time per semester</p>	<p>NEPE.2.3 NEPE.2.5</p> <p>NEPE.2.3</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Jump Ropes - Step Ups - Pogo Balls - Hippy Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items - Hop/Jump over Items <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk</p>

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Questions to check for	Classroom Ideas:	Cooperation, Taking

<p>1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE</p> <p>2. SWBAT use a variety of physical skills and movement patterns while playing</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Teacher will set out a variety of equipment to the students to play with.</p> <p>2. Students can change activities anytime they want</p> <p>3. Teacher must cover all safety items with students before playtime</p>	<p>NEPE.2.4 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>understanding (Critical Elements)</p>	<p>Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class</p> <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>turns, Team work, arguing, sharing Safety</p>
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Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching. Kicking off a tee, and flag pulling 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Throwing b. Catching c. Kicking d. Flag Pulling 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 	<p>NEPE.2.2 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> 1. Turn sideways & point non-throwing hand to target. Throwing arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers <p>Punting CE's</p> <ol style="list-style-type: none"> 1. Hold ball on side with 2 hands 2. Drop ball, don't toss it 3. Use laces to kick ball 4. Kick with toe pointed out to target and leg straight <p>Flag Pulling CE's</p> <ol style="list-style-type: none"> 1. Ready position 2. Keep eyes on their hips 3. Break down under control 4. Pull flag and drop on floor 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to kick a ball, have students practice • Demonstrate how to pull a flag & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion, Interception, Fumble, Goal Line, 1st Down, Huddle, Line of Scrimmage, Offense, Defense, Hand-off,</p>

Unit: Frisbee

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game. Students will learn that frisbee is a lifetime sport SWBAT demonstrate progress towards the appropriate techniques for throwing & catching SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> Throwing Catching Stations <ol style="list-style-type: none"> Practicing each skill again Add frisbee disc catchers to a station 	<p>NEPE.2.2 NEPE.2.3 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Backhand Throwing CE's</p> <ol style="list-style-type: none"> Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee Turn sideways and point frisbee at target Bring frisbee back and give yourself a small hug Keep frisbee flat and flick wrist at end <p>Forehand Throwing CE's</p> <ol style="list-style-type: none"> Make an L with your thumb, pointer & middle finger Place pointer & middle finger under rim of frisbee and thumb on top of frisbee Hold frisbee shoulder high and lock wrist and arm into place Flick wrist like you are turning a doorknob 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw backhand & have students practice Demonstrate how to throw forehand & have students practice Demonstrate catching & have students practice Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Frisbee, 1 hand catch, Alligator catch, pancake catch, Frisbee Catcher,</p>

Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game. Students will learn that golf is a lifetime sport SWBAT demonstrate progress towards the appropriate techniques for putting & chipping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> Putting Chipping Full Swing Stations <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.2.2 NEPE.2.3 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Putting CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Legs A, Arms Y Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) Bullseye soft <p>Chipping CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Legs A, Arms Y Y-Chip-Y (foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) Bullseye soft <p>Full Swing CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Circle back Sweep low Circle high 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Take about safety measures while golfing Demonstrate how to putt & have students practice Demonstrate chip & have students practice Demonstrate the full swing & have students practice Demonstrate how groups hit together and pick up together. Nobody is walking around while another group member is pickup up. Groups must work together to keep everyone safe End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough, fairway, fringe, green, Putting line, Pin</p> <p>ABC Safety Rules: A- All sides B- Broadcast C- Check all sides again</p>

Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic safety rules of the gymnastics SWBAT demonstrate progress towards the appropriate techniques for non-locomotor skills SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Stations <ol style="list-style-type: none"> Practicing each skill 	<p>NEPE.2.2 NEPE.2.4 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Skills to cover: Log Roll Egg Roll Forward Roll Backwards Roll Cartwheel Animal Movements Animal Kicks Balance Movements Jumps, Turns & Lands Tripod Headstand Handstand Roundoff</p> <p>Equipment: Wedge Mats Balance Beam Floor Mats Cartwheel Mat Trap Mats</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Take about safety measures during gymnastics Demonstrate all activities & have students practice Use bean bag to help keep chin tucked on all rolls performed End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Forward roll, backward roll, cartwheel, round-off, log roll, egg roll, balance beam, wedge mat, Floor Routine, Tuck, Pike, Straddle, ½ turn, full turn, Tripod, Head Stand, Handstand</p>

Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for throwing & catching SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> Throwing Catching Stations <ol style="list-style-type: none"> Practicing each skill again Game Day 	<p>NEPE.2.2 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> Eyes on ball Thumbs together for passes above waist Pinkies together for passes below waist Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" Grip ball with fingers on the laces Step to target Follow through letting ball roll off your fingers 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw several different ways & have students practice Demonstrate catching & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass, Above the head pass, pivot, catch, shot, goal, defense, offense, interception,</p>

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <p>Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Dribbling Passing Shooting Goalkeeping <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.2.2 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Hands apart/ thumbs down Tap puck to move it Use both sides of blade Keep eyes up <p>Passing CE's</p> <ol style="list-style-type: none"> Stand on side of puck Keep eyes on puck Push puck to pass (Scraping noise on floor) Stick stays on ground the whole time <p>Shooting CE's</p> <ol style="list-style-type: none"> Keep hands apart Stand on side of puck Weight back, stick knee high Transfer weight forward and keep stick below knee (Click noise on floor) <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> Ready Position Blade between feet Watch puck all the way in Catch/knock puck away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to dribble & have students practice Demonstrate passing & have students practice Demonstrate shooting & have students practice Demonstrate goalkeeping & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,</p>
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Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again b. Jump rope cards & challenges 	<p>NEPE.2.2 NEPE.2.3 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Jump Rope CE's</p> <ol style="list-style-type: none"> 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on the balls of feet <p>Long Jump Rope CE's (Twirler)</p> <ol style="list-style-type: none"> 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together <p>Long Jump Rope CE's (Jumper)</p> <ol style="list-style-type: none"> 1. Start in middle of rope 2. Watch the turner 3. Land on the balls of feet 4. Double bounce to keep rhythm 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • Demonstrate how to enter & exit a long rope while it is being twirled and have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of the feet, Rhythm, Twirler</p>
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Unit: Soccer

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Goalkeeping Stations <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.2.2 NEPE.2.5</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready position Use inside of foot Keep ball close Tap ball to move up field <p>Passing CE's</p> <ol style="list-style-type: none"> Plant non-kicking foot next to ball Keep an eye on ball Spread arms for balance Use inside of foot & follow through <p>Shooting CE's</p> <ol style="list-style-type: none"> Plant non-kicking foot on side of the ball Spread arms for balance @ lean back Kick with inside of laces Follow through in upward motion <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> Ready Position Hands out in front of body Watch ball Stop ball with hands and roll or kick the ball away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to dribble & have students practice. Students can use inside or outside of foot Demonstrate passing & have students practice. Students can use inside or outside of foot Demonstrate shooting & have students practice. Students can use inside or outside of foot Demonstrate goalkeeping & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ball, Dribble, Pass, Shoot, Goalie, Goal, Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw-In, Header, Bicycle kick, Hat Trick,</p>

Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas:	Hit, Throw, Catch, Bat, Ball,

<p>1. Students will be able to understand the basic rules of the game</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Throwing Catching Hitting Base Running <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.2.2</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> Ready position/ eyes on ball Thumbs together for passes above waist Pinkies together for passes below waist Step to ball and catch softly & be ready to throw ball <p>Throwing CE's</p> <ol style="list-style-type: none"> Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" Step to target & rotate hips Transfer weight to target Follow through near ear to opposite pocket <p>Hitting CE's</p> <ol style="list-style-type: none"> Stand sideways with hands on the bat favorite hand on top Take small step to pitcher Hips & shoulders rotate Watch the ball hit the bat 	<p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw & have students practice Demonstrate catching & have students practice Demonstrate how to hit a ball, have students practice Demonstrate how to run bases, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout</p>
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Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas:	Toss, Catch, Bounce,

<p>1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving</p> <p>2. SWBAT identify opportunities outside of PE to actively play</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long.</p> <p>2. Spread out station work days to about 1 time per semester</p>	<p>NEPE.2.3 NEPE.2.5</p> <p>NEPE.2.3</p> <p>NEPE.2.4</p>	<p>Questions to check for understanding (Critical Elements)</p>	<p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling <p>• End class with a hand shake, high 5 or fist bump to 3 classmates</p>	<p>Balance, Hit, Roll, Pin, Ball,</p>
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Unit: Tennis

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas: Post, teach &	Ace, Advantage, Baseline, Crosscourt,

<p>1. Students will be able to understand the basic rules of the game</p> <p>2. 2. SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Self Volley Forehand Backhand Serve <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.2.2</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Self Volley CE's</p> <ol style="list-style-type: none"> Keep stiff wrist Keep paddle flat Let ball come down to you Tap soft, don't hit it hard <p>Forehand CE's</p> <ol style="list-style-type: none"> Side to target Contact ball around front foot Hips rotate at contact Follow through with stiff wrist (Racket goes low to high) <p>Backhand CE's</p> <ol style="list-style-type: none"> Side to target Chin on shoulder & give yourself a hug Contact ball around front foot Follow through with stiff wrist (Racket goes low to high) <p>Serve CE's</p> <ol style="list-style-type: none"> Place non-dominant foot forward Toss ball up & out in front Extend Racquet up to ball Watch the ball hit the racquet 	<p>demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to self volley with and without racquet & have students practice Demonstrate the forehand stroke & have students practice Demonstrate the serve & have students practice. (High 5, Toss, Tap) End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot</p>
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Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas: Post, teach &	Bump, Set, Spike, Underhand Serve, Overhand Serve,

<p>1. Students will be able to understand the basic rules of the game</p> <p>2. 2. SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Forearm pass Underhand serve Overhead Pass Overhand Serve <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again <p>3. Game Day</p>	<p>NEPE.2.2</p> <p>NEPE.2.1</p> <p>NEPE.2.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Forearm pass CE's (Bump)</p> <ol style="list-style-type: none"> Ready position Fist/cup with arms straight Receive ball on forearms Use legs for control with little shoulder shrug <p>Overhead Pass CE's (Set)</p> <ol style="list-style-type: none"> Ready Position Look through the window Use finger pads Extend fingers and elbows upward <p>Underhand Serve CE's</p> <ol style="list-style-type: none"> Opposite foot forward Lean slightly forward Swing arm straight back & forth Contact ball waist high and follow through <p>Overhand Serve CE's</p> <ol style="list-style-type: none"> Opposite foot forward Toss the ball up in the air, slightly in front of you Extend arm up to ball Watch ball hit your hand & follow through 	<p>demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to make a forearm pass (bump) & have students practice • Demonstrate how to make an overhead pass (Set) & have students practice • Demonstrate the underhand serve & have students practice • Demonstrate the overhand serve & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace</p>
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Grade 3 PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education are to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well-rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

We also focus on sportsmanship which means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat.

Grade 3 Suggested Timeline

45 minute classes, one time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas:	Dribble, Steal, Travel, Double Dribble, Chest

<p>1. Students will be able to understand the basic rules of the game</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce)</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Dribbling Passing Shooting <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again <p>3. Game Day</p>	<p>NEPE.3.2 NEPE.3.5</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready Position, Eyes up Use finger Pads Push Ball, Don't slap Keep ball waist high, off to side <p>Chest Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target Extend arms & point thumbs down <p>Bounce Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target and aim $\frac{3}{4}$ of way to target Extend arms & point thumbs down <p>Shooting CE's</p> <ol style="list-style-type: none"> B- Balance E- Eyes on rim E- Elbow under ball F- Follow through 	<ul style="list-style-type: none"> Post, teach & demonstrate the critical elements of all skills Demonstrate how to dribble with favorite and unfavorable hand, have students practice Demonstrate chest and bounce pass, have students practice Demonstrate how to shoot a ball, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,</p>
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Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies SWBAT identify opportunities outside of PE to actively play SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <p>Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long.</p> <p>Spread out fitness days to about 1 time per semester</p>	<p>NEPE.3.3 NEPE.3.5</p> <p>NEPE.3.3</p> <p>NEPE.3.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Jump Ropes - Step Ups - Pogo Balls - Hippiity Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items - Hop/Jump over Items <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk</p>
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Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to 	<p>NEPE.3.4</p>	<p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Students will have</p>	<p>Cooperation, Taking turns, Team work, arguing, sharing</p>

<p>demonstrate personal responsibility, social behaviors, & participate safely in PE</p> <p>2. SWBAT use a variety of physical skills and movement patterns while playing</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Teacher will set out a variety of equipment to the students to play with.</p> <p>2. Students can change activities anytime they want</p> <p>3. Teacher must cover all safety items with students before playtime</p>	<p>NEPE.3.5</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>		<p>free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class</p> <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Safety</p>
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Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to understand the basic rules of the game</p>	<p>NEPE.3.2</p> <p>NEPE.3.5</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p>	<p>Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion,</p>

<p>techniques for throwing & catching</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Throwing b. Catching 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again b. Add frisbee disc catchers to a station 	<p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>top, pointer finger on side, & the rest of fingers underneath the frisbee</p> <ol style="list-style-type: none"> 2. Turn sideways and point frisbee at target 3. Bring frisbee back and give yourself a small hug 4. Keep frisbee flat and flick wrist at end <p>Forehand Throwing CE's</p> <ol style="list-style-type: none"> 1. Make an L with your thumb, pointer & middle finger 2. Place pointer & middle finger under rim of frisbee and thumb on top of frisbee 3. Hold frisbee shoulder high and lock wrist and arm into place 4. Flick wrist like you are turning a doorknob 	<ul style="list-style-type: none"> • Demonstrate how to throw forehand & have students practice • Demonstrate catching & have students practice • Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee • End class with a hand shake, high 5 or fist bump to 3 classmates 	
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Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game. Students will learn that golf is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for 	<p>NEPE.3.2</p> <p>NEPE.3.3</p> <p>NEPE.3.5</p> <p>NEPE.3.1</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Putting CE's</p> <ol style="list-style-type: none"> 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Take about safety measures while golfing • Demonstrate how to putt & have students practice • Demonstrate chip & 	<p>Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough, fairway, fringe, green, Putting line, Pin</p> <p>ABC Safety Rules: A- All sides</p>

<p>putting & chipping</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Putting Chipping Full Swing <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.3.4</p>	<ol style="list-style-type: none"> Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) Bullseye soft <p>Chipping CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Legs A, Arms Y Y-Chip-Y (foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) Bullseye soft <p>Full Swing CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Circle back Sweep low Circle high 	<p>have students practice</p> <ul style="list-style-type: none"> Demonstrate the full swing & have students practice Demonstrate how groups hit together and pick up together. Nobody is walking around while another group member is pickup up. Groups must work together to keep everyone safe End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>B- Broadcast C- Check all sides again</p>
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Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic safety rules of the gymnastics SWBAT demonstrate progress towards the appropriate techniques for non-locomotor skills 	<p>NEPE.3.2 NEPE.3.4 NEPE.3.5</p> <p>NEPE.3.1</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Skills to cover: Log Roll Egg Roll Forward Roll Backwards Roll</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Take about safety measures during gymnastics Demonstrate all activities & have 	<p>Forward roll, backward roll, cartwheel, round-off, log roll, egg roll, balance beam, wedge mat, Floor Routine, Tuck, Pike, Straddle, ½ turn, full turn, Tripod, Head Stand,</p>

<p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Stations <ol style="list-style-type: none"> a. Practicing each skill 	<p>NEPE.3.4</p>	<p>Cartwheel Animal Movements Animal Kicks Balance Movements Jumps, Turns & Lands Tripod Headstand Handstand Roundoff</p> <p>Equipment: Wedge Mats Balance Beam Floor Mats Cartwheel Mat Trap Mats</p>	<p>students practice</p> <ul style="list-style-type: none"> • Use bean bag to help keep chin tucked on all rolls performed • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Handstand</p>
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Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Throwing b. Catching 2. Stations <ol style="list-style-type: none"> a. Practicing each skill Again 3. Game Day 	<p>NEPE.3.2 NEPE.3.5</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> 1. Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to throw several different ways & have students practice • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass, Above the head pass, pivot, catch, shot, goal, defense, offense, interception,</p>

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <p>Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Dribbling Passing Shooting Goalkeeping <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again <p>3. Game Day</p>	<p>NEPE.3.2 NEPE.3.5</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Hands apart/ thumbs down Tap puck to move it Use both sides of blade Keep eyes up <p>Passing CE's</p> <ol style="list-style-type: none"> Stand on side of puck Keep eyes on puck Push puck to pass (Scraping noise on floor) Stick stays on ground the whole time <p>Shooting CE's</p> <ol style="list-style-type: none"> Keep hands apart Stand on side of puck Weight back, stick knee high Transfer weight forward and keep stick below knee (Click noise on floor) <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> Ready Position Blade between feet Watch puck all the way in Catch/knock puck away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to dribble & have students practice Demonstrate passing & have students practice Demonstrate shooting & have students practice Demonstrate goalkeeping & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,</p>

Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> Demonstrate and have students practice: <ol style="list-style-type: none"> Short jump rope Long jump rope Jumping in/out/over of hula hoops, rings, lines Stations <ol style="list-style-type: none"> Practicing each skill again Jump rope cards & challenges 	<p>NEPE.3.2 NEPE.3.3 NEPE.3.5</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Jump Rope CE's</p> <ol style="list-style-type: none"> Hold rope by handles about waist high Keep arms bent & swing rope with wrists not arms Time your jump & focus on rhythm Land on the balls of feet <p>Long Jump Rope CE's (Twirler)</p> <ol style="list-style-type: none"> Hold rope by the handle Stand apart so the rope just touches floor Turn rope using big arm circles Turners must stay watch each other & stay together <p>Long Jump Rope CE's (Jumper)</p> <ol style="list-style-type: none"> Start in middle of rope Watch the turner Land on the balls of feet Double bounce to keep rhythm 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to pick the right size jump rope Demonstrate how to jump rope by yourself & have students practice Demonstrate how to turn a long rope & have students practice Demonstrate how to jump a long rope & have students practice Demonstrate how to enter & exit a long rope while it is being twirled and have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of the feet, Rhythm, Twirler</p>

Unit: Soccer

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Goalkeeping Stations <ol style="list-style-type: none"> Practicing each skill again Game Day 	<p>NEPE.3.2 NEPE.3.5</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready position Use inside of foot Keep ball close Tap ball to move up field <p>Passing CE's</p> <ol style="list-style-type: none"> Plant non-kicking foot next to ball Keep an eye on ball Spread arms for balance Use inside of foot & follow through <p>Shooting CE's</p> <ol style="list-style-type: none"> Plant non-kicking foot on side of the ball Spread arms for balance @ lean back Kick with inside of laces Follow through in upward motion <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> Ready Position Hands out in front of body Watch ball Stop ball with hands and roll or kick the ball away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to dribble & have students practice. Students can use inside or outside of foot Demonstrate passing & have students practice. Students can use inside or outside of foot Demonstrate shooting & have students practice. Students can use inside or outside of foot Demonstrate goalkeeping & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ball, Dribble, Pass, Shoot, Goalie, Goal, Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw-In, Header, Bicycle kick, Hat Trick,</p>
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Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas: Post, teach & demonstrate	Hit, Throw, Catch, Bat, Ball, Base, Tee,

<p>1. Students will be able to understand the basic rules of the game</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Throwing Catching Hitting Base Running <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again <p>3. Game Day</p>	<p>NEPE.3.2</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> Ready position/ eyes on ball Thumbs together for passes above waist Pinkies together for passes below waist Step to ball and catch softly & be ready to throw ball <p>Throwing CE's</p> <ol style="list-style-type: none"> Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" Step to target & rotate hips Transfer weight to target Follow through near ear to opposite pocket <p>Hitting CE's</p> <ol style="list-style-type: none"> Stand sideways with hands on the bat favorite hand on top Take small step to pitcher Hips & shoulders rotate Watch the ball hit the bat 	<p>the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw & have students practice Demonstrate catching & have students practice Demonstrate how to hit a ball, have students practice Demonstrate how to run bases, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout</p>
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Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:		Skill Checklist during station work	Classroom Ideas:	Toss, Catch, Bounce,

<p>1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving</p> <p>2. SWBAT identify opportunities outside of PE to actively play</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long.</p> <p>2. Spread out station work days to about 1 time per semester</p>	<p>NEPE.3.3 NEPE.3.5</p> <p>NEPE.3.3</p> <p>NEPE.3.4</p>	<p>Questions to check for understanding (Critical Elements)</p>	<p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling <p>• End class with a hand shake, high 5 or fist bump to 3 classmates</p>	<p>Balance, Hit, Roll, Pin, Ball,</p>
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Unit: Tennis

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> Self Volley Forehand Backhand Serve Stations <ol style="list-style-type: none"> Practicing each skill again Game Day 	<p>NEPE.3.2</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Self Volley CE's</p> <ol style="list-style-type: none"> Keep stiff wrist Keep paddle flat Let ball come down to you Tap soft, don't hit it hard <p>Forehand CE's</p> <ol style="list-style-type: none"> Side to target Contact ball around front foot Hips rotate at contact Follow through with stiff wrist (Racket goes low to high) <p>Backhand CE's</p> <ol style="list-style-type: none"> Side to target Chin on shoulder & give yourself a hug Contact ball around front foot Follow through with stiff wrist (Racket goes low to high) <p>Serve CE's</p> <ol style="list-style-type: none"> Place non-dominant foot forward Toss ball up & out in front Extend Racquet up to ball Watch the ball hit the racquet 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to self volley with and without racquet & have students practice Demonstrate the forehand stroke & have students practice Demonstrate the serve & have students practice. (High 5, Toss, Tap) End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ace, Advantage, Baseline, Crosscourt, Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot</p>

Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> Forearm pass Underhand serve Overhead Pass Overhand Serve Stations <ol style="list-style-type: none"> Practicing each skill again Game Day 	<p>NEPE.3.2</p> <p>NEPE.3.1</p> <p>NEPE.3.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Forearm pass CE's (Bump)</p> <ol style="list-style-type: none"> Ready position Fist/cup with arms straight Receive ball on forearms Use legs for control with little shoulder shrug <p>Overhead Pass CE's (Set)</p> <ol style="list-style-type: none"> Ready Position Look through the window Use finger pads Extend fingers and elbows upward <p>Underhand Serve CE's</p> <ol style="list-style-type: none"> Opposite foot forward Lean slightly forward Swing arm straight back & forth Contact ball waist high and follow through <p>Overhand Serve CE's</p> <ol style="list-style-type: none"> Opposite foot forward Toss the ball up in the air, slightly in front of you Extend arm up to ball Watch ball hit your hand & follow through 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to make a forearm pass (bump) & have students practice Demonstrate how to make an overhead pass (Set) & have students practice Demonstrate the underhand serve & have students practice Demonstrate the overhand serve & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace</p>

General Description

Include body & space awareness, direction, pathways, levels and locomotor movements in all activities The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education are to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well-rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

We also focus on sportsmanship which means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat.

Grade 4 Suggested Timeline

45 minute classes, one time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills - Demonstrate and have students practice: <ol style="list-style-type: none"> Dribbling Passing Shooting Stations <ol style="list-style-type: none"> Practicing each skill again Game Day 	<p>NEPE.4.2 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Ready Position, Eyes up Use finger Pads Push Ball, Don't slap Keep ball waist high, off to side <p>Chest Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target Extend arms & point thumbs down <p>Bounce Pass CE's</p> <ol style="list-style-type: none"> Fingers spread with thumbs behind ball Elbows in Step towards target and aim $\frac{3}{4}$ of way to target Extend arms & point thumbs down <p>Shooting CE's</p> <ol style="list-style-type: none"> B- Balance E- Eyes on rim E- Elbow under ball F- Follow through 	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Post, teach & demonstrate the critical elements of all skills Demonstrate how to dribble with favorite and unfavorable hand, have students practice Demonstrate chest and bounce pass, have students practice Demonstrate how to shoot a ball, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,</p>

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies SWBAT identify opportunities outside of PE to actively play SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline: Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. Spread out fitness days to about 1 time per semester</p>	<p>NEPE.4.3 NEPE.4.5</p> <p>NEPE.4.3</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Jump Ropes - Step Ups - Pogo Balls - Hippiity Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items - Hop/Jump over Items <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk</p>

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE 2. SWBAT use a variety of physical skills and movement patterns while playing 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Teacher will set out a variety of equipment to the students to play with. 2. Students can change activities anytime they want 3. Teacher must cover all safety items with students before playtime 	<p>NEPE.4.4 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class</p> <ul style="list-style-type: none"> • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Cooperation, Taking turns, Team work, arguing, sharing Safety</p>

Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p>		<p>Skill Checklist during station work</p>	<p>Classroom Ideas:</p>	<p>Punt, Pass, Kick, Spiral, Laces. Field</p>

<p>1. Students will be able to understand the basic rules of the game</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching. Kicking off a tee, and flag pulling</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Throwing Catching Kicking Flag Pulling <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again <p>3. Game Day</p>	<p>NEPE.4.2 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> Eyes on ball Thumbs together for passes above waist Pinkies together for passes below waist Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> Turn sideways & point non-throwing hand to target. Throwing arm makes the letter "L" Grip ball with fingers on the laces Step to target Follow through letting ball roll off your fingers <p>Punting CE's</p> <ol style="list-style-type: none"> Hold ball on side with 2 hands Drop ball, don't toss it Use laces to kick ball Kick with toe pointed out to target and leg straight <p>Flag Pulling CE's</p> <ol style="list-style-type: none"> Ready position Keep eyes on their hips Break down under control Pull flag and drop on floor 	<p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw & have students practice Demonstrate catching & have students practice Demonstrate how to kick a ball, have students practice Demonstrate how to pull a flag & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion, Interception, Fumble, Goal Line, 1st Down, Huddle, Line of Scrimmage, Offense, Defense, Hand-off,</p>
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Unit: Frisbee

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to</p>	<p>NEPE.4.2</p>	<p>Skill Checklist during station work</p>	<p>Classroom Ideas: Post, teach &</p>	<p>Frisbee, 1 hand catch, Alligator catch, pancake</p>

<p>understand the basic rules of the game. Students will learn that frisbee is a lifetime sport</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching</p> <p>2. Stations a. Practicing each skill again b. Add frisbee disc catchers to a station</p>	<p>NEPE.4.3 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Questions to check for understanding (Critical Elements)</p> <p>Backhand Throwing CE's</p> <ol style="list-style-type: none"> 1. Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee 2. Turn sideways and point frisbee at target 3. Bring frisbee back and give yourself a small hug 4. Keep frisbee flat and flick wrist at end <p>Forehand Throwing CE's</p> <ol style="list-style-type: none"> 1. Make an L with your thumb, pointer & middle finger 2. Place pointer & middle finger under rim of frisbee and thumb on top of frisbee 3. Hold frisbee shoulder high and lock wrist and arm into place 4. Flick wrist like you are turning a doorknob 	<p>demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to throw backhand & have students practice • Demonstrate how to throw forehand & have students practice • Demonstrate catching & have students practice • Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>catch, Frisbee Catcher,</p>
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Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to understand the basic rules of the game. Students will</p>	<p>NEPE.4.2 NEPE.4.3 NEPE.4.5</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p>	<p>Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough,</p>

<p>learn that golf is a lifetime sport</p> <p>2. SWBAT demonstrate progress towards the appropriate techniques for putting & chipping</p> <p>3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants</p> <p>Content Outline:</p> <p>1. Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Putting Chipping Full Swing <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again 	<p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Elements)</p> <p>Putting CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Legs A, Arms Y Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) Bullseye soft <p>Chipping CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Legs A, Arms Y Y-Chip-Y (foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) Bullseye soft <p>Full Swing CE's</p> <ol style="list-style-type: none"> Right thumb on red, left thumb on yellow & glue hands together Circle back Sweep low Circle high 	<ul style="list-style-type: none"> Take about safety measures while golfing Demonstrate how to putt & have students practice Demonstrate chip & have students practice Demonstrate the full swing & have students practice Demonstrate how groups hit together and pick up together. Nobody is walking around while another group member is pickup up. Groups must work together to keep everyone safe End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>fairway, fringe, green, Putting line, Pin</p> <p>ABC Safety Rules: A- All sides B- Broadcast C- Check all sides again</p>
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Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic safety rules of the gymnastics 	<p>NEPE.4.2 NEPE.4.4 NEPE.4.5</p>	<p>Skill Checklist during station work</p> <p>Questions to check</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all</p>	<p>Forward roll, backward roll, cartwheel, round-off, log roll, egg roll,</p>

Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Throwing b. Catching 2. Stations <ol style="list-style-type: none"> a. Practicing each skill Again 3. Game Day 	<p>NEPE.4.2 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly <p>Throwing CE's</p> <ol style="list-style-type: none"> 1. Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to throw several different ways & have students practice • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass, Above the head pass, pivot, catch, shot, goal, defense, offense, interception,</p>

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <p>Basic Skills - Demonstrate and have students practice:</p> <ol style="list-style-type: none"> Dribbling Passing Shooting Goalkeeping <p>2. Stations</p> <ol style="list-style-type: none"> Practicing each skill again <p>3. Game Day</p>	<p>NEPE.4.2 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> Hands apart/ thumbs down Tap puck to move it Use both sides of blade Keep eyes up <p>Passing CE's</p> <ol style="list-style-type: none"> Stand on side of puck Keep eyes on puck Push puck to pass (Scraping noise on floor) Stick stays on ground the whole time <p>Shooting CE's</p> <ol style="list-style-type: none"> Keep hands apart Stand on side of puck Weight back, stick knee high Transfer weight forward and keep stick below knee (Click noise on floor) <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> Ready Position Blade between feet Watch puck all the way in Catch/knock puck away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to dribble & have students practice Demonstrate passing & have students practice Demonstrate shooting & have students practice Demonstrate goalkeeping & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,</p>

Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again b. Jump rope cards & challenges 	<p>NEPE.4.2 NEPE.4.3 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Jump Rope CE's</p> <ol style="list-style-type: none"> 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on the balls of feet <p>Long Jump Rope CE's (Twirler)</p> <ol style="list-style-type: none"> 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together <p>Long Jump Rope CE's (Jumper)</p> <ol style="list-style-type: none"> 1. Start in middle of rope 2. Watch the turner 3. Land on the balls of feet 4. Double bounce to keep rhythm 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • Demonstrate how to enter & exit a long rope while it is being twirled and have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of the feet, Rhythm, Twirler</p>

Unit: Soccer

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills <ul style="list-style-type: none"> - Demonstrate and have students practice: <ol style="list-style-type: none"> a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 3. Game Day 	<p>NEPE.4.2 NEPE.4.5</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Dribbling CE's</p> <ol style="list-style-type: none"> 1. Ready position 2. Use inside of foot 3. Keep ball close 4. Tap ball to move up field <p>Passing CE's</p> <ol style="list-style-type: none"> 1. Plant non-kicking foot next to ball 2. Keep an eye on ball 3. Spread arms for balance 4. Use inside of foot & follow through <p>Shooting CE's</p> <ol style="list-style-type: none"> 1. Plant non-kicking foot on side of the ball 2. Spread arms for balance @ lean back 3. Kick with inside of laces 4. Follow through in upward motion <p>Goalkeeping CE's</p> <ol style="list-style-type: none"> 1. Ready Position 2. Hands out in front of body 3. Watch ball 4. Stop ball with hands and roll or kick the ball away from goal 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to dribble & have students practice. Students can use inside or outside of foot • Demonstrate passing & have students practice. Students can use inside or outside of foot • Demonstrate shooting & have students practice. Students can use inside or outside of foot • Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ball, Dribble, Pass, Shoot, Goalie, Goal, Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw-In, Header, Bicycle kick, Hat Trick,</p>

Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> Throwing Catching Hitting Base Running Stations <ol style="list-style-type: none"> Practicing each skill again Game Day 	<p>NEPE.4.2</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Catching CE's</p> <ol style="list-style-type: none"> Ready position/ eyes on ball Thumbs together for passes above waist Pinkies together for passes below waist Step to ball and catch softly & be ready to throw ball <p>Throwing CE's</p> <ol style="list-style-type: none"> Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" Step to target & rotate hips Transfer weight to target Follow through near ear to opposite pocket <p>Hitting CE's</p> <ol style="list-style-type: none"> Stand sideways with hands on the bat favorite hand on top Take small step to pitcher Hips & shoulders rotate Watch the ball hit the bat 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to throw & have students practice Demonstrate catching & have students practice Demonstrate how to hit a ball, have students practice Demonstrate how to run bases, have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Hit, Throw, Catch, Bat, Ball, Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout</p>

Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. 2. Spread out station work days to about 1 time per semester 	<p>NEPE.4.3 NEPE.4.5</p> <p>NEPE.4.3</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p>	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <p>Station work ideas</p> <ul style="list-style-type: none"> - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling <p>• End class with a hand shake, high 5 or fist bump to 3 classmates</p>	<p>Toss, Catch, Bounce, Balance, Hit, Roll, Pin, Ball,</p>

Unit: Tennis

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> a. Self Volley b. Forehand c. Backhand d. Serve 2. Stations <ol style="list-style-type: none"> a. Practicing each skill again 3. Game Day 	<p>NEPE.4.2</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Self Volley CE's</p> <ol style="list-style-type: none"> 1. Keep stiff wrist 2. Keep paddle flat 3. Let ball come down to you 4. Tap soft, don't hit it hard <p>Forehand CE's</p> <ol style="list-style-type: none"> 1. Side to target 2. Contact ball around front foot 3. Hips rotate at contact 4. Follow through with stiff wrist (Racket goes low to high) <p>Backhand CE's</p> <ol style="list-style-type: none"> 1. Side to target 2. Chin on shoulder & give yourself a hug 3. Contact ball around front foot 4. Follow through with stiff wrist (Racket goes low to high) <p>Serve CE's</p> <ol style="list-style-type: none"> 1. Place non-dominant foot forward 2. Toss ball up & out in front 3. Extend Racquet up to ball 4. Watch the ball hit the racquet 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> • Demonstrate how to self volley with and without racquet & have students practice • Demonstrate the forehand stroke & have students practice • Demonstrate the serve & have students practice. (High 5, Toss, Tap) • End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Ace, Advantage, Baseline, Crosscourt, Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot</p>

Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants <p>Content Outline:</p> <ol style="list-style-type: none"> Basic Skills Demonstrate and have students practice: <ol style="list-style-type: none"> Forearm pass Underhand serve Overhead Pass Overhand Serve Stations <ol style="list-style-type: none"> Practicing each skill again Game Day 	<p>NEPE.4.2</p> <p>NEPE.4.1</p> <p>NEPE.4.4</p>	<p>Skill Checklist during station work</p> <p>Questions to check for understanding (Critical Elements)</p> <p>Forearm pass CE's (Bump)</p> <ol style="list-style-type: none"> Ready position Fist/cup with arms straight Receive ball on forearms Use legs for control with little shoulder shrug <p>Overhead Pass CE's (Set)</p> <ol style="list-style-type: none"> Ready Position Look through the window Use finger pads Extend fingers and elbows upward <p>Underhand Serve CE's</p> <ol style="list-style-type: none"> Opposite foot forward Lean slightly forward Swing arm straight back & forth Contact ball waist high and follow through <p>Overhand Serve CE's</p> <ol style="list-style-type: none"> Opposite foot forward Toss the ball up in the air, slightly in front of you Extend arm up to ball Watch ball hit your hand & follow through 	<p>Classroom Ideas:</p> <p>Post, teach & demonstrate the critical elements of all skills</p> <ul style="list-style-type: none"> Demonstrate how to make a forearm pass (bump) & have students practice Demonstrate how to make an overhead pass (Set) & have students practice Demonstrate the underhand serve & have students practice Demonstrate the overhand serve & have students practice End class with a hand shake, high 5 or fist bump to 3 classmates 	<p>Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace</p>

Grade 5 PE

General Description

Students in grade five will apply principles of movement and knowledge of anatomical structures to enhance their movement patterns, personal fitness, and game strategy and tactics. They will develop proficiency in physical activities and non-traditional skills. The students will access and use resources to plan and improve personal fitness as they live out a healthy lifestyle, while developing a personal responsibility to work in a safe and responsible manner.

Grade 5 Suggested Timeline

Approximately 23 classes per quarter, approximately 92 per year.

Unit	Days
Bases Unit (Kickball, Matball, Barney Ball)	19
Volleyball	9
Football	9
Soccer	9
Basketball	12
Lacrosse	8
Floor Hockey	8
Pickleball	8
Conditioning Workouts (5-8th Grades)/Strength Training (7/8th Grades)	8
PACER Test	2

Unit 1: Bases Unit

Approximate Length of Time: 19 Days (scattered throughout entire school year)

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand individual games of Barney, Baseball/Softball, Kickball. 2. SWBAT understand basic rules of each game. 3. SWBAT demonstrate appropriate techniques for throwing, hitting, catching, kicking, fielding. 4. SWBAT understand a basic knowledge of individual & team strategies of each game. 5. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice Throwing, Catching, Fielding, Hitting, Kicking 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate, Force outs, Tagging up, Situations for 1, 2 outs, Batting order. 	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE 5.2 Movement Concepts, Strategies, and Tactics</p> <p>PE 5.5 Physical Activity Benefits</p>	<p>Skills checklist during games/practices.</p> <ul style="list-style-type: none"> -Observe skills/techniques during games/practices. -Verbal feedback and visual demonstration for correct techniques. 	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice throwing and catching. • Partner throw and catch, stationary and jogging. • Fielding drills. • Practice throwing ball to base or at runner. • Work on running the bases. • Form teams and play games to improve skills and strategies. 	<p>Safe, Runner, Lead-off, Slide, Out, On Deck, Tag-up, Force-Hit, Pitcher, Double, Bases, Home-run, Single, Strike, Swing, Home, Grand Slam, Foul, Field, Visitor, Triple, Walk, Batter, Batting Order, Bunt</p>

Unit 2: Volleyball

Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game. 2. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. 3. SWBAT understand a basic knowledge of individual and team strategies. 4. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Setting, Hitting, Serving. 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate rotations, coverage. 	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE.5.2 Movement Concepts, Strategies, and Tactics</p> <p>PE 5.5 Physical Activity Benefits</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three-four playing pepper(pass, set, hit) • Form teams and play games to improve skills and strategies. 	<p>Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley.</p>

Unit 3: Football

Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for throwing and catching and snapping. 3. Students will understand basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Throwing, Catching, Snapping 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate, Route Running, Blocking, Coverage. 	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE.5.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.5.3 Health-Related Physical Activity and Fitness</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice throwing and catching in pairs, both stationary and running. • Form teams and play games to improve skills and strategies. 	<p>Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man-Man, Lateral, Deflection, End-zone, Loss.</p>

Unit 4: Soccer

Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins. 3. Students will understand basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Dribbling, Kicking, Throw-ins. 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go. 	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE.5.2 Movement Concepts, Strategies, and Tactics</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. 	<p>Dribble, Save, Offsides, Keeper, Shot, Goalie, Hands, Pass, Goal, Hand-ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.</p>

Unit 5: Basketball

Approximate Length of Time: 12 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will understand the basic rules of the game. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense. Students will understand basic knowledge of individual and team strategies. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> Rules <ol style="list-style-type: none"> Discuss Rules Model rules in a game setting Basic Skills <ol style="list-style-type: none"> Demonstrate and Practice, Passing, Dribbling, Shooting, Rebounding Team Strategies <ol style="list-style-type: none"> Explain and demonstrate, Move without ball, Defense, Pick and Roll, Give and Go. 	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE.5.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.5.5 Physical Activity Benefits</p>	<p>-Skills checklist during games/practice.</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Have students practice passing with a partner or off a wall. Groups of three on three working on passing and shooting. Work on dribbling while standing, walking, jogging, and running. Form teams and play games to improve skills and strategies. 	<p>Backboard, Chest Pass, Cut, Out of bounds, Half-Court, Overhead pass, Outlet, Foul, Tip, Bounce pass, Guard, Screen, Rim, Dribble, Forward, Key, Shot, Post, Paint, Free throw, Zone, Steal, Man to Man, Sideline, Press, Trap, Baseline, Jump shot, Rebound, 3 pointer, Stance, Cross-over.</p>

Unit 6: Lacrosse

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to recall history of Lacrosse and why it was used in early civilization. 2. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot. 3. Students will be able to recognize and recall positions and position responsibilities. 4. Students will be able to properly face-off and handle the lacrosse stick in a safe manner. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Shooting, Cradling. 3. Team Strategies <ol style="list-style-type: none"> a. Explain positions such as goalie, defenseman, attacker, wingman and roles of each. 	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE.5.2 Movement Concepts, Strategies, and Tactics</p>	<p>-Skills checklist during games/practice.</p> <p>-Observe skills/techniques during games/ practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. 	<p>-Defenseman -Attacker -Goalie -Wingman -Midfielder -Face-off -Offsides -Slashing -X -Clear</p>
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Unit 7: Floor Hockey

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able 	<p>PE.5.1 Physical Activity Skills and Movement</p>	<p>The teacher will move around and assess the students while they</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students 	<p>-Clearing -Attacker -Defenseman</p>

<p>to send, receive, and retain object with a moderate level of speed, accuracy, and distance.</p> <p>2) Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be positioned.</p> <p>3) SWBAT demonstrate ability to communicate effectively and work together in pairs/groups.</p> <p>Content Outline:</p> <p>Off-ball/puck skills: -Move to open space -Support puck carrier -Defending space/goal -Winning the puck.</p> <p>On-ball/puck skills: -passing, Receiving, Stick-handling, shooting.</p>	<p>Patterns</p> <p>PE.5.2 Movement Concepts, Strategies, and Tactics</p>	<p>are participating during mini-games. The teacher will mark against a criterion such as proper grip, stick handling and team play during small-sided and full-sided games. The teacher will note improvements in student understanding in learned concepts.</p>	<p>practice passing/catching with a partner or off a wall.</p> <ul style="list-style-type: none"> • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. 	<ul style="list-style-type: none"> -Goalie -Forward -Wings -Marking -Face-off -High-sticking -Penalty
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Unit 8: Pickleball

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve.</p>	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE.5.2 Movement Concepts,</p>	<p>-Teacher will move around gym to assess proper forehand and backhand grips/swings.</p> <p>-Teacher will assess</p>	<p>Classroom Ideas:</p> <p>1) "Tennis Baseball" will be used as an introductory game to pickleball.</p> <p>Tennis Baseball Link</p>	<ul style="list-style-type: none"> -Kitchen (no volley zone) -singles -doubles -two-bounce rule -let -volley -forehand

<p>2. SWBAT understand rules, boundaries, terminology and basic strategy of pickleball.</p> <p>Content Outline:</p> <ul style="list-style-type: none"> -Teach service rules/show short pickleball instructional video. Link: What is Pickleball? -Model boundaries and gameplay. -Model no-volley zone and two-bounce rule. -Model serving procedure/rotation. -Students will play doubles/triples depending on class sizes and demonstrate proper scoring. -“Tennis Baseball” will be used as an introductory game to pickleball. Tennis Baseball Link <p>Additional resource: Pickleball Overview</p>	<p>Strategies, and Tactics</p> <p>PE.5.5 Physical Activity Benefits</p>	<p>proper procedures, specifically serving and scoring guidelines.</p> <p>-Teacher will provide additional assistance to those who need game modified for gameplay.</p>	<p>2) Students will volley the ball back and forth and demonstrate proper forehand and backhand technique.</p> <p>3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different competition.</p> <p>4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay.</p> <p>5) To allow for more rotation, games will be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/ higher score at end of time wins.</p>	<p>-backhand</p>
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Unit 9: Conditioning Workouts (5/6th Grades)

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ul style="list-style-type: none"> -Students will be able to understand the importance of developing and maintaining a habitual and purposeful lifestyle. -SWBAT exert themselves physically and mentally to 	<p>PE.5.1 Physical Activity Skills and Movement Patterns</p> <p>PE.5.4 Responsible Behavior</p> <p>PE.5.5 Physical</p>	<p>-Teacher will participate often and motivate through example and positive reinforcement.</p> <p>-Instructor can provide modifications to the workouts to enable</p>	<p>Classroom Ideas:</p> <p>-Student circle: Students create a big circle in the gym. Each student chooses an exercise for entire class to complete for a minimum of 30sec. Exercises cannot be</p>	<p>-High knees, butt-kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches, planks, hip pocket to eye socket (form running).</p>

<p>further their boundaries and build a better foundation for cardiovascular health.</p> <p>-SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles.</p> <p>Content Outline:</p> <p>-Lessons and Activities vary by frequency of workouts and time allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.</p>	<p>Activity Benefits</p>	<p>all levels of fitness to complete and participate.</p> <p>-Teacher will provide and model proper techniques and examples of exercises for the students to see and use.</p>	<p>use more than twice.</p> <p>-Station Workout: Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn.</p> <p>-Online workout videos (examples below):</p> <p>HIIT Cardio</p> <p>Kickboxing</p> <p>PLYO Workout</p>	
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Unit 10: PACER Test

Approximate Length of Time: 2 days (1 of those days allotted for makeup tests) each 3 times per school year.

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Students will be able to push themselves to run as long as possible over a distance of 20 meters as the specified pace gets faster each minute.</p> <p>-SWBAT set goals to reach for to attain higher classes and individual</p>	<p>PE.5.3 Health-Related Physical Activity and Fitness</p> <p>PE.5.4 Responsible Behavior</p> <p>PE.5.5 Physical Activity Benefits</p>	<p>-The teacher will track progress of each runner based on the number of "trips" the runner makes back and forth. Trips are counted by the partner of the runner in the counting group and then reported to</p>	<p>Classroom Ideas:</p> <p>-CD included to carry out the test. CD also recites instructions to the students before running.</p> <p>-Have a student who understands how to run the PACER demonstrate first to</p>	<p>Trips, misses, counters, total, triple beep, pacing.</p>

<p>average throughout the school year.</p> <p>Content Outline:</p> <ul style="list-style-type: none"> -Demonstrate what an appropriate "trip" is and what a "miss" is. -Students will split into 2 groups each time. One group will be "counters" for the runners they are assigned to. These counters will track the number of trips and misses each runner has. Once one full group has run until failure, the next group runs and the students who were just runners will now be counters. 		<p>the teacher, NOT counting the missed trips (trips that the runner did not complete before the next "beep.") Runners must cross the cone-line before the "beep" in order for the trip to count.</p> <p>-Teacher will track, via Google Sheets, individual and class averages for each PACER test (3 per school year).</p>	<p>those unsure, or the teacher can do so.</p>	
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Grade 6 PE

General Description

Students in grade six apply fundamental skills and knowledge of anatomical structures and movement principles to build movement competence and confidence through acquisition, performance, and refinement of skills learned in grade five. Cooperative and competitive small-group games are appropriate as well as outdoor pursuits, fitness activities, individual performance activities, and sports (net/wall, striking/fielding, and goal/target), with an emphasis on developing skills. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

6 Suggested Timeline

Approximately 23 classes per quarter, approximately 92 per year.

Unit	Days
Bases Unit (Kickball, Matball, Barney Ball)	19
Volleyball	9
Football	9
Soccer	9
Basketball	12
Lacrosse	8
Floor Hockey	8
Pickleball	8
Conditioning Workouts	8
PACER Test	2

Unit 1: Bases Unit

Approximate Length of Time: 19 days (scattered throughout entire school year)

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand individual games of Barney, Baseball/Softball, Kickball. SWBAT understand basic rules of each game. SWBAT demonstrate appropriate techniques for throwing, hitting, catching, kicking, fielding. SWBAT understand a basic knowledge of individual & team strategies of each game. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> Rules <ol style="list-style-type: none"> Discuss Rules Model rules in a game setting Basic Skills <ol style="list-style-type: none"> Demonstrate and Practice Throwing, Catching, Fielding, Hitting, Kicking Team Strategies <ol style="list-style-type: none"> Explain and demonstrate, Force outs, Tagging up, Situations for 1, 2 outs, Batting order. 	<p>PE.6.1 Physical Activity Skills and Movement Patterns</p> <p>PE 6.2 Movement Concepts, Strategies, and Tactics</p> <p>PE 6.5 Physical Activity Benefits</p>	<p>Skills checklist during games/practices</p> <p>-Observe skills/techniques during games/practices</p> <p>-Verbal feedback and visual demonstration for correct techniques.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Have students practice throwing and catching. Partner throw and catch, stationary and jogging. Fielding drills. Practice throwing ball to base or at runner. Work on running the bases. Form teams and play games to improve skills and strategies. 	<p>Safe, Runner, Lead-off, Slide, Out, On Deck, Tag-up, Force- Hit, Pitcher, Double, Bases, Home-run, Single, Strike, Swing, Home, Grand Slam, Foul, Field, Visitor, Triple, Walk, Batter, Batting Order, Bunt</p>

Unit 2: Volleyball

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game. 2. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. 3. SWBAT understand a basic knowledge of individual and team strategies. 4. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Setting, Hitting, Serving. 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate rotations, coverage. 	<p>PE.6.1 Physical Activity Skills and Movement Patterns</p> <p>PE.6.2 Movement Concepts, Strategies, and Tactics</p> <p>PE 6.5 Physical Activity Benefits</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three-four playing pepper(pass, set, hit) • Form teams and play games to improve skills and strategies. <p>-“Nuke ‘Em” will be played to enhance hand-eye coordination among younger students.</p>	<p>Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley, Sideout.</p>

Unit 3: Football

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for throwing and catching and snapping. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Throwing, Catching, Snapping 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate, Route Running, Blocking, Coverage. 	<p>PE.6.1 Physical Activity Skills and Movement Patterns</p> <p>PE.6.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.6.3 Health-Related Physical Activity and Fitness</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice throwing and catching in pairs, both stationary and running. • Form teams and play games to improve skills and strategies. (Ultimate Football- same rules as Ultimate Frisbee) 	<p>Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man-Man, Lateral, Deflection, End-zone, Loss.</p>

Unit 4: Soccer

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p>	<p>PE.6.1 Physical Activity Skills and</p>	<p>-Skills checklist during</p>	<p>Classroom Ideas:</p>	<p>Dribble, Save, Offsides, Keeper, Shot, Goalie,</p>

<p>1. Students will understand the basic rules of the game.</p> <p>2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins.</p> <p>3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork.</p> <p>Content Outline:</p> <p>1. Rules a. Discuss Rules b. Model rules in a game setting</p> <p>2. Basic Skills a. Demonstrate and Practice, Passing, Dribbling, Kicking, Throw-ins.</p> <p>3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go.</p>	<p>Movement Patterns</p> <p>PE.6.2 Movement Concepts, Strategies, and Tactics</p>	<p>games/practice</p> <p>-Observe skills/techniques during games/ practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. 	<p>Hands, Pass, Goal, Hand-ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.</p>
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Unit 5: Basketball

Approximate Length of Time: 12 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals:	PE.6.1 Physical Activity Skills and	-Skills checklist during	Classroom Ideas:	Backboard, Chest Pass, Cut, Out of bounds,

<p>1. Students will understand the basic rules of the game.</p> <p>2. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense.</p> <p>3. Students will understand a basic knowledge of individual and team strategies.</p> <p>4. Students will develop appropriate sportsmanship, cooperation, and teamwork.</p> <p>Content Outline:</p> <p>1. Rules a. Discuss Rules b. Model rules in a game setting</p> <p>2. Basic Skills a. Demonstrate and Practice, Passing, Dribbling, Shooting, Rebounding</p> <p>3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Pick and Roll, Give and Go.</p>	<p>Movement Patterns</p> <p>PE.6.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.6.5 Physical Activity Benefits</p>	<p>games/practice.</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. 	<p>Half-Court, Overhead pass, Outlet, Foul, Tip, Bounce pass, Guard, Screen, Rim, Dribble, Forward, Key, Shot, Post, Paint, Free throw, Zone, Steal, Man to Man, Sideline, Press, Trap, Baseline, Jump shot, Rebound, 3 pointer, Stance, Cross-over.</p>
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Unit 6: Lacrosse

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to recall history of Lacrosse and</p>	<p>PE.6.1 Physical Activity Skills and</p>	<p>-Skills checklist during games/practice.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice 	<p>-Defenseman -Attacker -Goalie -Wingman</p>

<p>why it was used in early civilization.</p> <p>2. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot.</p> <p>3. Students will be able to recognize and recall positions and position responsibilities.</p> <p>4. Students will be able to properly face-off and handle the lacrosse stick in a safe manner.</p> <p>Content Outline:</p> <p>1. Rules a. Discuss Rules b. Model rules in a game setting</p> <p>2. Basic Skills a. Demonstrate and Practice, Passing, Shooting, Cradling.</p> <p>3. Team Strategies a. Explain positions such as goalie, defenseman, attacker, wingman and roles of each.</p>	<p>Movement Patterns</p> <p>PE.6.2 Movement Concepts, Strategies, and Tactics</p>	<p>-Observe skills/techniques during games/ practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>passing/catching with a partner or off a wall.</p> <ul style="list-style-type: none"> • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. 	<p>-Midfielder -Face-off -Offsides -Slashing -X -Clear</p>
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Unit 7: Floor Hockey

Approximate Length of Time: ~8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will be able to send, receive, and retain object with a moderate</p>	<p>PE.6.1 Physical Activity Skills and Movement Patterns</p>	<p>-The teacher will move around and assess the students while they are participating during</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing/catching 	<p>-Clearing -Attacker -Defenseman -Goalie -Forward</p>

<p>level of speed, accuracy, and distance.</p> <p>2. Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be positioned.</p> <p>3. SWBAT demonstrate ability to communicate effectively and work together in pairs/groups.</p> <p>Content Outline:</p> <p>Off-ball/puck skills: -Move to open space -Support puck carrier -Defending space/goal -Winning the puck.</p> <p>On-ball/puck skills: -passing, Receiving, Stick-handling, shooting.</p>	<p>PE.6.2 Movement Concepts, Strategies, and Tactics</p>	<p>mini-games.</p> <p>-The teacher will mark against a criterion such as proper grip, stick handling and team play during small-sided and full-sided games.</p> <p>-The teacher will note improvements in student understanding in learned concepts.</p>	<p>with a partner or off a wall.</p> <ul style="list-style-type: none"> • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • 4 corner hockey will be played to provide more movement and opportunity for scoring for all students. 	<ul style="list-style-type: none"> -Wings -Marking -Face-off -High-sticking -Penalty
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Unit 8: Pickleball

Approximate Length of Time: ~8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve.</p>	<p>PE.6.1 Physical Activity Skills and Movement Patterns</p>	<p>-Teacher will move around gym to assess proper forehand and backhand grips/swings.</p>	<p>Classroom Ideas:</p> <p>1) "Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link</p>	<ul style="list-style-type: none"> -Kitchen (no volley zone) -singles -doubles -two-bounce rule -let -volley

<p>2. SWBAT understand rules, boundaries, terminology and basic strategy of pickleball.</p> <p>Content Outline:</p> <ul style="list-style-type: none"> -Teach service rules/show short pickleball instructional video. Link: What is Pickleball? -Model boundaries and gameplay. -Model no-volley zone and two-bounce rule. -Model serving procedure/rotation. -Students will play doubles/triples depending on class sizes and demonstrate proper scoring. -“Tennis Baseball” will be used as an introductory game to pickleball. Tennis Baseball Link <p>Additional resource: Pickleball Overview</p>	<p>PE.6.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.6.5 Physical Activity Benefits</p>	<p>-Teacher will assess proper procedures, specifically serving and scoring guidelines.</p> <p>-Teacher will provide additional assistance to those who need game modified for gameplay.</p>	<p>2) Students will volley the ball back and forth and demonstrate proper forehand and backhand technique.</p> <p>3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different competition.</p> <p>4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay.</p> <p>5) To allow for more rotation, games will be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/ higher score at end of time wins.</p>	<p>-forehand -backhand</p>
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Unit 9: Conditioning Workouts (5/6th Grades)

Approximate Length of Time: ~8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ul style="list-style-type: none"> -Students will be able to understand the importance of developing and maintaining a habitual and purposeful lifestyle. 	<p>PE.6.1 Physical Activity Skills and Movement Patterns</p> <p>PE.6.4 Responsible Behavior</p>	<p>-Teacher will participate often and motivate through example and positive reinforcement.</p> <p>-Instructor can provide</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> -Student circle: Students create a big circle in the gym. Each student chooses an exercise for entire class to complete 	<ul style="list-style-type: none"> -High knees, butt-kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches, planks, hip pocket to eye socket (form running).

<p>-SWBAT exert themselves physically and mentally to further their boundaries and build a better foundation for cardiovascular health.</p> <p>-SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles.</p> <p>Content Outline: -Lessons and Activities vary by frequency of workouts and time allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.</p>	<p>PE.6.5 Physical Activity Benefits</p>	<p>modifications to the workouts to enable all levels of fitness to complete and participate.</p> <p>-Teacher will provide and model proper techniques and examples of exercises for the students to see and use.</p>	<p>for a minimum of 30sec. Exercises cannot be use more than twice.</p> <p>-Station Workout: Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn.</p> <p>-Online workout videos (examples below):</p> <p>HIIT Cardio Kickboxing</p> <p>PLYO Workout</p>	
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Unit 10: PACER Test

Approximate Length of Time: 2 days (1 of those days allotted for makeup tests) each 3 times per school year.

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>-Students will be able to push themselves to run as long as possible over a distance of 20 meters as the specified pace gets faster each minute.</p> <p>-SWBAT set goals to reach for to attain higher classes and individual average throughout the school year.</p>	<p>PE.6.3 Health-Related Physical Activity and Fitness</p> <p>PE.6.4 Responsible Behavior</p> <p>PE.6.5 Physical Activity Benefits</p>	<p>-The teacher will track progress of each runner based on the number of “trips” the runner makes back and forth. Trips are counted by the partner of the runner in the counting group and then reported to the teacher, NOT counting the missed trips (trips that the runner did not</p>	<p>Classroom Ideas:</p> <p>-CD included to carry out the test. CD also recites instructions to the students before running.</p> <p>-Have a student who understands how to run the PACER demonstrate first to those unsure, or the teacher can do so.</p>	<p>Trips, misses, counters, total, triple beep, pacing.</p>

<p>Content Outline:</p> <p>-Demonstrate what an appropriate "trip" is and what a "miss" is.</p> <p>-Students will split into 2 groups each time. One group will be "counters" for the runners they are assigned to. These counters will track the number of trips and misses each runner has. Once one full group has run until failure, the next group runs and the students who were just runners will now be counters.</p>		<p>complete before the next "beep." Runners must cross the cone-line before the "beep" in order for the trip to count.</p> <p>-Teacher will track, via Google Sheets, individual and class averages for each PACER test (3 per school year).</p>		
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Grade 7 PE

General Description

Students in grade seven will continue to develop competence in modified version of various physical activity skills and movement patterns. Students achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students will apply knowledge of movement concepts, strategies, and tactics in individual performance activities. Students will exhibit responsible behavior during physical activity and recognize the benefits of physical activity for health. Students continue to develop social skills and cooperative behaviors by demonstrating problem solving, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others.

7 Suggested Timeline

~23 days per quarter - ~92 days per school year

Unit	Days
Bases Unit	16
Basketball	12
Strength Training	12
Football	9
Soccer	9
Volleyball	9
Pickleball	7
Lacrosse	8
Floor Hockey	8
Pacer Test	2
Dance	2-3

Unit 1: Base Games

Approximate Length of Time: 16 days scattered throughout the entire school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand individual games of Barney, Base/Soft, Kickball. 2. Students will understand the basic rules of the game. 3. Students will demonstrate appropriate techniques for throwing, catching, hitting/kicking 4. Students will understand a basic knowledge of individual and team strategies of each game. 5. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice <ul style="list-style-type: none"> • Throwing • Catching • Fielding • Hitting • Kicking 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate <ul style="list-style-type: none"> • Force outs • Tagging up • Situations for 1, • 2 outs. • Batting order 	<p>PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.7.1.5 Performs a variety of fielding/striking game skills and activities with competency.</p> <p>PE.7.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.7.4 Responsible Behavior</p>	<p>Skills checklist during games/practice.</p> <p>Observe skills/techniques during games/practices.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice throwing and catching. • Partner throw and catch, stationary and jogging. • Fielding drills. • Practice throwing ball to base or at runner. • Work on running the bases. • Form teams and play games to improve skills and strategies. 	<p>safe Out Hit Homerun Swing Field Batter Runner On deck Pitcher Bases Home Visitor Batting order Lead off Tag up Double Single Grand slam Triple Home run Slide Force Bases Strike Foul Walk bunt</p>

Unit 2: Volleyball

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand the basic rules of the game. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. SWBAT understand a basic knowledge of individual and team strategies. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> Rules <ol style="list-style-type: none"> Discuss Rules Model rules in a game setting Basic Skills <ol style="list-style-type: none"> Demonstrate and Practice, Passing, Setting, Hitting, Serving. Team Strategies <ol style="list-style-type: none"> Explain and demonstrate rotations, coverage. 	<p>PE.7.1.2. Maintains defensive ready position while moving, appropriate to the activity (e.g., basketball, volleyball, softball, flag football, wrestling)</p> <p>PE.7.1.3 Performs a variety of net and wall game skills and activities with competency</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Have students practice passing with a partner or off a wall. Groups of three-four playing pepper(pass, set, hit) Form teams and play games to improve skills and strategies. <p>-Students will also play “Nuke ‘Em” as a game to warm up to and to carry out basic rules of volleyball with. Students are allowed to catch and throw the ball in this game and whoever the ball lands closest to is “out” until one team gets the other team players completely eliminated from the game.</p>	<p>Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley, Sideout.</p>

Unit 3: Football

Approximate Length of Time: ~9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for throwing and catching and snapping. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Throwing, Catching, Snapping 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate, Route Running, Blocking, Coverage. 	<p>PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.7.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.7.4 Responsible Behavior</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/ practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <p>-Have students practice throwing and catching in pairs, both stationary and running.</p> <p>-Form teams and play games to improve skills and strategies.</p> <p>-Students will break off into teams and play flag football, Ultimate Football (rules: Ultimate Football)</p>	<p>Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man-Man, Lateral, Deflection, End-zone, Loss of down, false start, offsides, pass interference, holding, personal foul.</p>

Unit 4: Soccer

Approximate Length of Time: 9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Dribbling, Kicking, Throw-ins. 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go. 	<p>PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.7.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.7.4 Responsible Behavior</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. <p>-Students will play 4-corner soccer in which they are split into 4 teams and try to score at the opposing goals. Last goalie not scored on gets a point for their team.</p>	<p>Dribble, Save, Offsides, Keeper, Shot, Goalie, Hands, Pass, Goal, Hand-ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.</p>

Unit 5: Basketball

Approximate Length of Time: ~12 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will understand the basic rules of the game. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense. Students will understand a basic knowledge of individual and team strategies. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> Rules <ol style="list-style-type: none"> Discuss Rules Model rules in a game setting Basic Skills <ol style="list-style-type: none"> Demonstrate and Practice <ul style="list-style-type: none"> Passing Dribbling Shooting Rebounding Team Strategies <ol style="list-style-type: none"> Explain and demonstrate <ul style="list-style-type: none"> Move without ball Defense Pick and Roll Give and Go 	<p>PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.7.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.7.4 Responsible Behavior</p>	<p>Skills checklist during games/practice.</p> <p>Observe skills/techniques during games/practices.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Have students practice passing with a partner or off a wall. Groups of three on three working on passing and shooting. Work on dribbling while standing, walking, jogging, and running Form teams and play games to improve skills and strategies. 3v3 tournament close to Christmas break. "SMS Holiday Tournament" 	<p>Backboard Chest Pass Cut Out of bounds Half Court Overhead pass Outlet Foul Tip Bounce pass Guard Screen Rim Dribble Forward Key Shot Post Paint Free throw Zone Steal Man to Man Sideline Press Trap Baseline Jump shot Rebound 3 pointline Stance Cross-over</p>

Unit 6: Lacrosse

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to recall history of Lacrosse and why it was used in early civilization. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot. Students will be able to recognize and recall positions and position responsibilities. Students will be able to properly face-off and handle the lacrosse stick in a safe manner. <p>Content Outline:</p> <ol style="list-style-type: none"> Rules <ol style="list-style-type: none"> Discuss Rules Model rules in a game setting Basic Skills <ol style="list-style-type: none"> Demonstrate and Practice, Passing, Shooting, Cradling. Team Strategies <ol style="list-style-type: none"> Explain positions such as goalie, defenseman, attacker, wingman and roles of each. 	<p>PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.7.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.7.4 Responsible Behavior</p>	<p>-Skills checklist during games/practice.</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> Have students practice passing/catching with a partner or off a wall. Groups of three on three working on passing and shooting. Work on passing/shooting while standing, walking, jogging, and running. Form teams and play games to improve skills and strategies. Students will play 4 corner lacrosse (same rules as 4 corner soccer/hockey). 	<p>-Defenseman -Attacker -Goalie -Wingman -Midfielder -Face-off -Offsides -Slashing -X -Clear</p>

Unit 7: Floor Hockey

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to send, receive, and retain object with a moderate level of speed, accuracy, and distance. Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be positioned. SWBAT demonstrate ability to communicate effectively and work together in pairs/groups. <p>Content Outline:</p> <p>Off-ball/puck skills:</p> <ul style="list-style-type: none"> -Move to open space -Support puck carrier -Defending space/goal -Winning the puck. <p>On-ball/puck skills:</p> <ul style="list-style-type: none"> -passing, Receiving, Stick-handling, shooting. 	<p>PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.7.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.7.4 Responsible Behavior</p>	<p>-The teacher will move around and assess the students while they are participating during mini-games.</p> <p>-The teacher will mark against a criterion such as proper grip, stick handling and team play during small-sided and full-sided games.</p> <p>-The teacher will note improvements in student understanding in learned concepts.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • 4 corner hockey will be played to provide more movement and opportunity for scoring for all students. 	<ul style="list-style-type: none"> -Clearing -Attacker -Defenseman -Goalie -Forward -Wings -Marking -Face-off -High-sticking -Penalty

Unit 8: Pickleball

Approximate Length of Time: 8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve.</p> <p>2. SWBAT understand rules, boundaries, terminology and basic strategy of pickleball.</p> <p>Content Outline:</p> <p>-Teach service rules/show short pickleball instructional video. Link: What is Pickleball?</p> <p>-Model boundaries and gameplay.</p> <p>-Model no-volley zone and two-bounce rule.</p> <p>-Model serving procedure/rotation.</p> <p>-Students will play doubles/triples depending on class sizes and demonstrate proper scoring.</p> <p>-“Tennis Baseball” will be used as an introductory game to pickleball. Tennis Baseball Link</p> <p>Additional resource: Pickleball Overview</p>	<p>PE.7.1.3 Performs a variety of net and wall game skills and activities with competency.</p> <p>PE.7.2 Movement Concepts, Strategies, and Tactics</p>	<p>-Teacher will move around gym to assess proper forehand and backhand grips/swings.</p> <p>-Teacher will assess proper procedures, specifically serving and scoring guidelines.</p> <p>-Teacher will provide additional assistance to those who need game modified for gameplay.</p>	<p>Classroom Ideas:</p> <p>1) “Tennis Baseball” will be used as an introductory game to pickleball. Tennis Baseball Link</p> <p>2) Students will volley the ball back and forth and demonstrate proper forehand and backhand technique.</p> <p>3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different competition.</p> <p>4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay.</p> <p>5) To allow for more rotation, games will be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/ higher score at end of time wins.</p> <p>“King’s Court” will be played for 7/8th grades. (King's Court Pickleball)</p>	<p>-Kitchen (no volley zone)</p> <p>-singles</p> <p>-doubles</p> <p>-two-bounce rule</p> <p>-let</p> <p>-volley</p> <p>-forehand</p> <p>-backhand</p>

Unit 9: Conditioning Workouts

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>-Students will be able to understand the importance of developing and maintaining a habitual and purposeful lifestyle.</p> <p>-SWBAT exert themselves physically and mentally to further their boundaries and build a better foundation for cardiovascular health.</p> <p>-SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles.</p> <p>Content Outline:</p> <p>-Lessons and Activities vary by frequency of workouts and time allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.</p>	<p>PE.7.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>-Teacher will participate often and motivate through example and positive reinforcement.</p> <p>-Instructor can provide modifications to the workouts to enable all levels of fitness to complete and participate.</p> <p>-Teacher will provide and model proper techniques and examples of exercises for the students to see and use.</p>	<p>Classroom Ideas:</p> <p>-Student circle: Students create a big circle in the gym. Each student chooses an exercise for entire class to complete for a minimum of 30sec. Exercises cannot be use more than twice.</p> <p>-Station Workout: Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn.</p> <p>-Online workout videos (examples below):</p> <p>HIIT Cardio Kickboxing</p> <p>PLYO Workout</p> <p>Students will also complete Strength Training Days in addition to workout days. Separate Strength Training Workout unit will be used for 7/8th grades.</p>	<p>-High knees, butt-kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches, planks, hip pocket to eye socket (form running).</p>

Unit 10: Strength Training Unit

Approximate Length of Time: 10-12 days per school year (some will take the place of Conditioning Workouts).

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand basic movements of body and ground-based lifting and fundamentals lifting techniques to enhance physical fitness. 2. SWBAT use a variety of exercises to further understanding of muscles used and how each muscle is benefitting from such exercise. 3. SWBAT learn how to properly and safely use strength training equipment as well as how to be an appropriate spotter for those completing the lifts. 4. SWBAT begin to use the PLT4M App (see link) that is used at Seward High School, thus streamlining the transition between middle and high school. PLT4M Website 5. SWBAT gain confidence in the use of their own bodies as well as how to navigate a weight room environment safely and effectively. 6. SWBAT learn how to formulate specific goals for themselves and how to attain them through physical fitness. <p>Content Outline:</p> <ul style="list-style-type: none"> -Basic Lift Form/Fund: Squat (start with bodyweight squats), Bench Press, Deadlifts, Hang Clean (bar only to start). -How to properly fill out a workout log. What do reps/sets mean? (see attached document for example of what will be handed out to the students if they do not have access yet to the PLT4M app to show them what a workout what look like). 	<p>PE.7. 3 Health-Related Physical Activity and Fitness</p> <p>PE.HS.5 Introduction to Strength and Conditioning</p>	<ul style="list-style-type: none"> - Teacher will correct improper form/technique. -Teacher will evaluate workout logs to see if workouts are being completed and improved upon over time and if goals are being met. -Teacher will demonstrate proper use of equipment and intervene when necessary to correct bad habits. -Safety will be emphasized throughout entirety of Strength Training Unit. 	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> - Students will divide up into 2 groups each day we use the strength training equipment. Group 1 will lift the recommended workout for that day while Group 2 will complete the station workouts that will be posted according to the day of the week (2x through). The next day we complete Strength Training, groups will switch and complete same tasks. -Students will log, either by paper and pencil or by PLT4M App, their progress through each workout. -Students will demonstrate proper lifting and breathing techniques before any weight is added to the barbell for lifting. -The students who are more familiar with Strength Training my use the workouts they've been completing on the App, or what they've been doing at the high school if they've been showing up for open weight sessions there. 	<ul style="list-style-type: none"> -Spotter -Dumbbells -Barbell -Range of motion -Dynamic Warmup -Reps (Repetitions) -Sets -Rack the weights -Hinge -Points of contact -Back Squat -Hang Clean -Deadlift -Bench Press
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7/8th Workout Log

-Breathing techniques.

-Spotter requirements.

-Workout rotation/stations.

-Station workouts assigned to each day will be used and posted for the other half of the class that is not lifting that day, then the next day we are lifting, groups would switch.

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Grade 8 PE

General Description

Students in grade eight will continue to develop competence in modified version of various physical activity skills and movement patterns. Students achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students will apply knowledge of movement concepts, strategies, and tactics in individual performance activities. Students will exhibit responsible behavior during physical activity and recognize the benefits of physical activity for health. Students continue to develop social skills and cooperative behaviors by demonstrating problem solving, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others.

Grade 8 Suggested Timeline

23 days per quarter - 92 days per school year

Unit	Days
Bases Unit	16
Basketball	12
Strength Training	12
Football	9
Soccer	9
Volleyball	9
Pickleball	7
Lacrosse	8
Floor Hockey	8
Pacer Test	2

Unit 1: Base Games

Approximate Length of Time ~16 days scattered throughout the entire school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand individual games of Barney, Base/Soft, Kickball. 2. Students will understand the basic rules of the game. 3. Students will demonstrate appropriate techniques for throwing, catching, hitting/ kicking 4. Students will understand a basic knowledge of individual and team strategies of each game. 5. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice <ul style="list-style-type: none"> • Throwing • Catching • Fielding • Hitting • Kicking 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate <ul style="list-style-type: none"> • Force outs • Tagging up • Situations for 1, • 2 outs. • Batting order 	<p>PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.8.1.5 Performs a variety of fielding/striking game skills and activities with competency.</p> <p>PE.8.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.8.4 Responsible Behavior</p>	<p>Skills checklist during games/practice.</p> <p>Observe skills/techniques during games/practices.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice throwing and catching. • Partner throw and catch, stationary and jogging. • Fielding drills. • Practice throwing ball to base or at runner. • Work on running the bases. • Form teams and play games to improve skills and strategies. 	<p>safe Out Hit Homerun Swing Field Batter Runner On deck Pitcher Bases Home Visitor Batting order Lead off Tag up Double Single Grand slam Triple Home run Slide Force Bases Strike Foul Walk bunt</p>

Unit 2: Volleyball

Approximate Length of Time: ~9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the basic rules of the game. 2. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. 3. SWBAT understand a basic knowledge of individual and team strategies. 4. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Setting, Hitting, Serving. 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate rotations, coverage. 	<p>PE.8.1.2. Maintains defensive ready position while moving, appropriate to the activity (e.g., basketball, volleyball, softball, flag football, wrestling)</p> <p>PE.8.1.3 Performs a variety of net and wall game skills and activities with competency</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three-four playing pepper(pass, set, hit) • Form teams and play games to improve skills and strategies. <p>-Students will also play “Nuke ‘Em” as a game to warm up to and to carry out basic rules of volleyball with. Students are allowed to catch and throw the ball in this game and whoever the ball lands closest to is “out” until one team gets the other team players completely eliminated from the game.</p>	<p>Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley, Sideout.</p>

Unit 3: Football

Approximate Length of Time: ~9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will understand the basic rules of the game. Students will demonstrate appropriate techniques for throwing and catching and snapping. Students will understand a basic knowledge of individual and team strategies. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> Rules <ol style="list-style-type: none"> Discuss Rules Model rules in a game setting Basic Skills <ol style="list-style-type: none"> Demonstrate and Practice, Throwing, Catching, Snapping Team Strategies <ol style="list-style-type: none"> Explain and demonstrate, Route Running, Blocking, Coverage. 	<p>PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.8.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.8.4 Responsible Behavior</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <p>-Have students practice throwing and catching in pairs, both stationary and running.</p> <p>-Form teams and play games to improve skills and strategies.</p> <p>-Students will break off into teams and play flag football, Ultimate Football (rules: Ultimate Football)</p>	<p>Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man-Man, Lateral, Deflection, End-zone, Loss of down, false start, offsides, pass interference, holding, personal foul.</p>

Unit 4: Soccer

Approximate Length of Time: ~9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Dribbling, Kicking, Throw-ins. 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go. 	<p>PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.8.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.8.4 Responsible Behavior</p>	<p>-Skills checklist during games/practice</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • Students will play 4-corner soccer in which they are split into 4 teams and try to score at the opposing goals. Last goalie not scored on gets a point for their team. 	<p>Dribble, Save, Offsides, Keeper, Shot, Goalie, Hands, Pass, Goal, Hand-ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.</p>

Unit 5: Basketball

Approximate Length of Time: ~12 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game Setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice <ul style="list-style-type: none"> • Passing • Dribbling • Shooting • Rebounding 3. Team Strategies <ol style="list-style-type: none"> a. Explain and demonstrate <ul style="list-style-type: none"> • Move without ball • Defense • Pick and Roll • Give and Go 	<p>PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.8.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.8.4 Responsible Behavior</p>	<p>Skills checklist during games/practice.</p> <p>Observe skills/techniques during games/practices.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • 3v3 tournament close to Christmas break. "SMS Holiday Tournament" 	<p>Backboard Chest Pass Cut Out of bounds Half Court Overhead pass Outlet Foul Tip Bounce pass Guard Screen Rim Dribble Forward Key Shot Post Paint Free throw Zone Steal Man to Man Sideline Press Trap Baseline Jump shot Rebound 3 pointline Stance Cross-over</p>
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Unit 6: Lacrosse

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to recall history of Lacrosse and why it was used in early civilization. 2. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot. 3. Students will be able to recognize and recall positions and position responsibilities. 4. Students will be able to properly face-off and handle the lacrosse stick in a safe manner. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Rules <ol style="list-style-type: none"> a. Discuss Rules b. Model rules in a game setting 2. Basic Skills <ol style="list-style-type: none"> a. Demonstrate and Practice, Passing, Shooting, Cradling. 3. Team Strategies <ol style="list-style-type: none"> a. Explain positions such as goalie, defenseman, attacker, wingman and roles of each. 	<p>PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.8.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.8.4 Responsible Behavior</p>	<p>-Skills checklist during games/practice.</p> <p>-Observe skills/techniques during games/practice.</p> <p>-Verbal feedback and visual demonstration for technique.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • Students will play 4 corner lacrosse (same rules as 4 corner soccer/hockey). 	<p>-Defenseman -Attacker -Goalie -Wingman -Midfielder -Face-off -Offsides -Slashing -X -Clear</p>
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Unit 7: Floor Hockey

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>Learning Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to send, receive, and retain object with a moderate level of speed, accuracy, and distance. 2. Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be positioned. 3. SWBAT demonstrate ability to communicate effectively and work together in pairs/groups. <p>Content Outline:</p> <p>Off-ball/puck skills: -Move to open space -Support puck carrier -Defending space/goal -Winning the puck.</p> <p>On-ball/puck skills: -passing, Receiving, Stick-handling, shooting.</p>	<p>PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.</p> <p>PE.8.2 Movement Concepts, Strategies, and Tactics</p> <p>PE.8.4 Responsible Behavior</p>	<p>-The teacher will move around and assess the students while they are participating during mini-games.</p> <p>-The teacher will mark against a criterion such as proper grip, stick handling and team play during small-sided and full-sided games.</p> <p>-The teacher will note improvements in student understanding in learned concepts.</p>	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • 4 corner hockey will be played to provide more movement and opportunity for scoring for all students. 	<ul style="list-style-type: none"> -Clearing -Attacker -Defenseman -Goalie -Forward -Wings -Marking -Face-off -High-sticking -Penalty
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Unit 8: Pickleball

Approximate Length of Time: 8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve.</p> <p>2. SWBAT understand rules, boundaries, terminology and basic strategy of pickleball.</p> <p>Content Outline:</p> <p>-Teach service rules/show short pickleball instructional video. Link: What is Pickleball?</p> <p>-Model boundaries and gameplay.</p> <p>-Model no-volley zone and two-bounce rule.</p> <p>-Model serving procedure/rotation.</p> <p>-Students will play doubles/triples depending on class sizes and demonstrate proper scoring.</p> <p>-“Tennis Baseball” will be used as an introductory game to pickleball. Tennis Baseball Link</p> <p>Additional resource: Pickleball Overview</p>	<p>PE.8.1.3 Performs a variety of net and wall game skills and activities with competency.</p> <p>PE.8.2 Movement Concepts, Strategies, and Tactics</p>	<p>-Teacher will move around gym to assess proper forehand and backhand grips/swings.</p> <p>-Teacher will assess proper procedures, specifically serving and scoring guidelines.</p> <p>-Teacher will provide additional assistance to those who need game modified for gameplay.</p>	<p>Classroom Ideas:</p> <p>1) “Tennis Baseball” will be used as an introductory game to pickleball. Tennis Baseball Link</p> <p>2) Students will volley the ball back and forth and demonstrate proper forehand and backhand technique.</p> <p>3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different competition.</p> <p>4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay.</p> <p>5) To allow for more rotation, games will be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/ higher score at end of time wins.</p> <p>“King’s Court” will be played for 7/8th grades. (King's Court Pickleball)</p>	<p>-Kitchen (no volley zone)</p> <p>-singles</p> <p>-doubles</p> <p>-two-bounce rule</p> <p>-let</p> <p>-volley</p> <p>-forehand</p> <p>-backhand</p>

Unit 9: Conditioning Workouts

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>-Students will be able to understand the importance of developing and maintaining a habitual and purposeful lifestyle.</p> <p>-SWBAT exert themselves physically and mentally to further their boundaries and build a better foundation for cardiovascular health.</p> <p>-SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles.</p> <p>Content Outline:</p> <p>-Lessons and Activities vary by frequency of workouts and time allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.</p>	<p>PE.8.3 Health-Related Physical Activity and Fitness</p> <p>PE.8.4 Responsible Behavior</p> <p>PE.8.5 Physical Activity Benefits</p>	<p>-Teacher will participate often and motivate through example and positive reinforcement.</p> <p>-Instructor can provide modifications to the workouts to enable all levels of fitness to complete and participate.</p> <p>-Teacher will provide and model proper techniques and examples of exercises for the students to see and use.</p>	<p>Classroom Ideas:</p> <p>-Student circle: Students create a big circle in the gym. Each student chooses an exercise for entire class to complete for a minimum of 30sec. Exercises cannot be use more than twice.</p> <p>-Station Workout: Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn.</p> <p>-Online workout videos (examples below):</p> <p>HIIT Cardio Kickboxing</p> <p>PLYO Workout</p> <p>Students will also complete Strength Training Days in addition to workout days. Separate Strength Training Workout unit will be used for 7/8th grades.</p>	<p>High knees, butt-kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches, planks, hip pocket to eye socket (form running).</p>

Unit 10: Strength Training Unit

Approximate Length of Time: 10-12 days per school year (some will take the place of Conditioning Workouts).

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> Students will be able to understand basic movements of body and ground-based lifting and fundamentals lifting techniques to enhance physical fitness. SWBAT use a variety of exercises to further understanding of muscles used and how each muscle is benefitting from such exercise. SWBAT learn how to properly and safely use strength training equipment as well as how to be an appropriate spotter for those completing the lifts. SWBAT begin to use the PLT4M App (see link) that is used at Seward High School, thus streamlining the transition between middle and high school. <p>PLT4M Website</p> <ol style="list-style-type: none"> SWBAT gain confidence in the use of their own bodies as well as how to navigate a weight room environment safely and effectively. SWBAT learn how to formulate specific goals for themselves and how to attain them through physical fitness. <p>Content Outline:</p> <ul style="list-style-type: none"> -Basic Lift Form/Fund: Squat (start with bodyweight squats), Bench Press, Deadlifts, Hang Clean (bar only to start). -How to properly fill out a workout log. What do reps/sets mean? (see attached document for example of what will be handed out to the students if they do 	<p>PE.8. 3 Health-Related Physical Activity and Fitness</p> <p>PE.HS.5 Introduction to Strength and Conditioning</p>	<ul style="list-style-type: none"> - Teacher will correct improper form/technique. -Teacher will evaluate workout logs to see if workouts are being completed and improved upon over time and if goals are being met. -Teacher will demonstrate proper use of equipment and intervene when necessary to correct bad habits. -Safety will be emphasized throughout entirety of Strength Training Unit. 	<p>Classroom Ideas:</p> <ul style="list-style-type: none"> - Students will divide up into 2 groups each day we use the strength training equipment. Group 1 will lift the recommended workout for that day while Group 2 will complete the station workouts that will be posted according to the day of the week (2x through). The next day we complete Strength Training, groups will switch and complete same tasks. -Students will log, either by paper and pencil or by PLT4M App, their progress through each workout. -Students will demonstrate proper lifting and breathing techniques before any weight is added to the barbell for lifting. -The students who are more familiar with Strength Training may use the workouts they've been completing on the App, or what they've been doing at the high school if they've been showing up for open weight sessions there. 	<ul style="list-style-type: none"> -Spotter -Dumbbells -Barbell -Range of motion -Dynamic Warmup -Reps (Repetitions) -Sets -Rack the weights -Hinge -Points of contact -Back Squat -Hang Clean -Deadlift -Bench Press

<p>not have access yet to the PLT4M app to show them what a workout what look like).</p> <p>7/8th Workout Log</p> <ul style="list-style-type: none">-Breathing techniques.-Spotter requirements.-Workout rotation/stations.-Station workouts assigned to each day will be used and posted for the other half of the class that is not lifting that day, then the next day we are lifting, groups would switch.				
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Advanced Strength Training

General Description

Upon completion of the course students should be able to: Improve physical conditioning specifically related to muscular strength and endurance through weight training at an advanced level. Design a muscular strength and endurance plan. ... Evaluate one's fitness levels relating to muscular strength, endurance, and power.

Advanced Strength Training Suggested Timeline

2 Terms (Approx 90 days)

Unit	Days
Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings. (Class rules/Safety)	2
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Classroom/Lab)	9-18
Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness. (Strength Programs)_	70-80

Unit 1

Approximate Length of Time 1-2

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p> <p>Content Outline:</p> <p>Applies best practices for participating safely in advanced strength and conditioning exercises.</p> <p>Exhibits etiquette, respect for others and teamwork while engaging in advanced strength and conditioning environments.</p> <p>Employs effective self-management skills to analyze barriers and modify advanced strength and conditioning activities as needed to meet individual needs.</p>	<p>PE.HS.7.3.a PE.HS.7.3.b PE.HS.7.3.c</p>	<p>Safety/Interpersonal/Etiquette Exam</p>	<p>Classroom Ideas:</p>	<p>Look to unit 3</p>

Unit 2

Approximate Length of Time 9-20

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Content Outline:</p> <p>a. Perform technique for advanced resistance training and free-weight exercises</p>	<p>PE.HS.7.1.a</p>	<p>Teacher assessment.</p>	<p>Classroom Ideas:</p> <p>Demonstrate, Practice, View video, use Hudl software</p>	<p>Look to Unit 3</p>

Unit 3

Approximate Length of Time 70-80

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Content Outline:</p> <p>Analyzes and improves performance of self and/or others in a strength and conditioning exercise using movement concepts and principles (e.g., force, motion, rotation).</p> <p>Designs and implements a personal strength and conditioning program that supports a healthy, active lifestyle.</p> <p>Selects and performs exercises that use the different energy systems (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).</p> <p>Applies basic knowledge of energy systems for improving physical fitness.</p> <p>Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.</p> <p>Creates and maintains a strength and conditioning portfolio (e.g., assessment scores, goals for improvement, plan of</p>	<p>PE.HS.7.2.a PE.HS.7.2.b PE.HS.7.2.c PE.HS.7.2.d PE.HS.7.2.e PE.HS.7.2.f PE.HS.7.2.g PE.HS.7.2.h</p>	<p>Review Written and Demonstration Exam https://quizlet.com/18944229/print</p>	<p>Classroom Ideas:</p> <p>Assign a Chapter a week to implement the Unit goals. Test students on content.</p> <p>Students will lift 3-4 times a week using programs they developed using knowledge they have gained from instruction.</p> <p>Students will assist in Intro strength training classes by assisting and critiquing beginning students.</p>	<p>Abduct, Absolute strength, Active Stretching, Adduct, Aerobic training, Anaerobic training, Anterior, Atrophy, Biceps Brachii, Body mass index(BMI), Carbohydrate, Carbon dioxide, Circuit training, Concentric contraction, Deltoids, Drop sets, Eccentric contraction, Elevate, Extension, Fast twitch muscle fiber, Flexion, Pectorals, Percent body fat (%BF), Periodization, Plantar flexion, Plyometrics, Posterior, Power, Principles of overload, Principles of progression, Principles of specificity, Protein, Pyramid sets, Quadriceps, Rectus abdominals, Relative Strength, Repetitions, Retract, Rhomboids, Set, Slow twitch muscle fibers, Muscle fibers, Soleus, Static Stretching, Straight sets, Trapezius, Triceps, VO2 max</p>

<p>activities for improvement, log of activities being done to reach goals, timeline for improvement).</p> <p>Analyzes and applies technology and social media as tools for supporting a strength and conditioning program.</p> <p>Applies the terminology associated with exercise and participation in advanced strength and conditioning programs.</p>				
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Agility and Strength

General Description

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core lifts in this course include parallel squats (front and back), power and hanging cleans, bench press, and incline press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in the Fitness assessments throughout the semester. Throughout this class we will be using a split routine program that alternates push and pull exercises or upper lower exercises. Wednesday will be a plyometric/Agility day emphasis along with a focus on Abdominals and flexibility. We will also be completing at least on ground-based exercise each day within this split routine. **Students will be expected to follow the class routine.** We will start this unit with lighter weight and a high number of sets and reps and gradually work our way down toward higher weight and lower reps. Throughout this unit there will also be times where we will be doing some circuit training as well as supersets exercises together. What makes this class different than strength training is that it is split by gender. Girls will be lifting while boys will be completing agility/plyometric/conditioning drills. We will then switch half way through the class and boys will be lifting and girls will be completing the agility/ plyometric/ conditioning drills.

Agility and Strength Suggested Timeline

Unit	Days
Orienteering, class rules and grading	2-3- Days
Safety and Technique	Ongoing
Programming and Muscle Groups	Ongoing

Unit 1 : Orienteering, class rules and grading

Approximate Length of Time 2-3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: Objectives:</p> <ol style="list-style-type: none"> 1. Clarify the goals and objectives of the strength and conditioning program. 2. Students will be introduced to the importance of safety and technique in the weight room and how it can promote lifetime fitness. <p>Content Outline:</p> <ol style="list-style-type: none"> 1. Program Goals 2. Program Objectives Techniques, Spotting Guidelines, and Safety Issues Testing Procedures and Lifting Schedule PLT4M Grading 3. Requirement 4. Emergency Procedures <ul style="list-style-type: none"> • Building Evacuation Plan • Accidents and Injuries • Fire • Tornadoes and Severe Weather • First Aid Kit 	<p>PE.HS.5 PE. HS.6</p>	<p>Students will read and sign the Class Rules sheet, and hand it in to the instructor</p> <p>Students will perform a warmup and cool down successfully.</p> <p>Students will perform correct safety and spotting techniques.</p>	<p>Classroom Ideas</p> <ul style="list-style-type: none"> • Expose the student to the class expectations and rules associated with strength training <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Syllabus • Teaching notes • Students should realize the importance of a safe and disciplined weight room environment 	<p>Muscle Strength Cardio Endurance Muscle Endurance</p>

Unit 2: Safety and Technique

Approximate Length of Time: Ongoing

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ol style="list-style-type: none"> The student will demonstrate proper techniques to execute assigned lifts. The student will participate in daily observation while performing advanced strength training exercises and will test (max out) at the end of each training period (9 weeks). The student will show significant strength gains from pre- and posttest in the advanced core lifts: bench press, squat and hang clean. The student will safely and effectively use their program to achieve their fitness goals. Platform Ap will be used to adjust and revise the student's personal fitness goals based upon their completion of worksets. <p>Content Outline:</p> <ol style="list-style-type: none"> Maxing Procedures <ul style="list-style-type: none"> Demonstrate proper technique. Warm-up, then Max. Record maxes, in Platform Ap. Daily Objectives <ul style="list-style-type: none"> Warm-up Complete daily exercise using lifting program. 	<p>PE.HS.5</p> <p>PE. HS.6</p>	<p>Students will analyze their technique on the three core lifts at the beginning and end of each term by videotaping their lifting technique and then completing a scale on those exercises.</p>	<p>Classroom Ideas:</p> <p>Have students pair-up with a lifting partner that will challenge and support them.</p> <p>Keep the lifting environment of the room professional and safe.</p> <p>Students complete work sets weekly to determine lifting progress to keep track of their weekly progress.</p> <p>Students complete lifting scales on bench, squat and hang clean.</p> <p>Students use Ap Hudl technique to self analyze progress made in lifting techniques.</p>	<p>Reps</p> <p>Collars</p> <p>Bench</p> <p>Back Squat</p> <p>Front Squat Weight Program</p> <p>Sets</p> <p>Center of Gravity</p> <p>Incline Bench Back Hyperextensions</p> <p>Supplements Curls</p> <p>Leg Press</p> <p>Nutrition Lat-Pulldowns</p> <p>Eccentric Bent-over Rows</p> <p>Leg Extension</p> <p>Concentric Equipment Upright Rows Leg Curl</p> <p>Military Press Deadlift</p> <p>Max</p> <p>Crunches Step-ups</p> <p>Spotter</p> <p>Lunges</p> <p>Hang Clean</p> <p>Power Clean</p> <p>Push Press</p> <p>Hex Bar</p> <p>Pronated</p> <p>Supinated</p> <p>Split Routine</p> <p>Technique Muscle Strength Cardio</p> <p>Endurance Muscle Endurance</p> <p>Flexibility</p> <p>Core</p> <p>Parallel</p> <p>Range of Motion</p> <p>Plyometrics</p>

Unit 3: Programming and Muscle Groups

Approximate Length of Time: Ongoing

Learning Goals	Standards	Assessment	Content	Vocabulary
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<p>1. Students will be introduced to the importance of physical education in the areas of body systems and movement concepts. These systems and concepts will be implemented in the weight room.</p> <p>2. Students will identify the major muscle groups that are engaged during specific exercises and activities.</p> <p>3. Students will demonstrate competency in using a variety of equipment to develop various components of fitness.</p> <p>4. Students will understand the components of an effective strength and conditioning program.</p>	<p>PE.HS.5</p> <p>PE. HS.6</p>	<p>Students will explain how a healthy balance of the components of physical fitness can help achieve their fitness goals.</p> <p>Students will explain how proper techniques and skills to maximize the efforts of using a strength training program.</p> <p>Students will explain how muscles act as agonist and antagonist and how this can help the body balance.</p>		
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Dance

General Description

The course will provide students with skills and knowledge for personal enjoyment of a variety of dances. At the conclusion of this course the students specifically will be able to:

- A. Perform skills in a variety of dances, which will be of long-term value to the participants.
- B. Identify terminology and skills used in dances.
- C. Perform basic locomotor movements in a rhythmic manner.
- D. Develop neuromuscular coordination, balance, grace, and poise specific to the performance of specific dances.
- E. Define selected terminology common to music and dance.
- F. With a group, practice and perform before the class a line dance of the group's choosing.

Dance Suggested Timeline

Unit	Days
1. Intro to Dance/ Wedding Classics / Classics	4 days
2. Line Dances	10 days
3. Country Swing / Country 2-step	10 days
4. Latin Dances	6 days
5. Ballroom Dances	6 days
6. Fitness Dances / Other	6 days
7. Performance	3 days
Total	46 days

Unit 1: INTRO TO DANCE / WEDDING CLASSICS / CLASSICS**Approximate Length of Time: 4 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to perform common wedding dances Content Outline: - Introduction to Dance - Syllabus - Wedding Classics - Other Classics	PE.HS.10.1	*Participation - Skills test	Classroom Ideas: Students will dance individually and with a group Students will perform many different wedding dances	Know basic counting

Unit 2: LINE DANCES**Approximate Length of Time: 10 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to perform a variety of line dances - Students will be able to identify the common moves Content Outline: - A variety of country and other line dances	PE.HS.10.1	- Skills test - Participation	Classroom Ideas: Students will dance and be tested on many different line dances	- Grapevine - Charleston

Unit 3: COUNTRY SWING / COUNTRY 2-STEP / GROUP DANCES

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ul style="list-style-type: none"> - Students will be able to perform at least 3 basic steps of swing dancing - Students will be able to work with a partner - Students will be able to identify differences and similarities of dances - Students will be able to perform the basic Polka steps - Students will be able to work with a group and follow instructions on square dancing <p>Content Outline:</p> <ul style="list-style-type: none"> - A variety of country swing dancing including the Pretzel, etc. - Country 2-step - Polka - Group Polka - Square Dancing 	<p>PE.HS.10.1</p>	<ul style="list-style-type: none"> - Skills test - Participation 	<p>Classroom Ideas:</p> <p>Students will dance individually and with a partner to the different dances.</p> <p>Concordia students will teach the country swing and all the many moves that go along with that.</p> <p>Students will do partner polka as well as a group patty-cake polka</p> <p>Students will work with 7 other students and follow instructions on square dancing</p>	<ul style="list-style-type: none"> -Do-si-do -Promenade -Allamande left -Home position -Star -Corner partner

Unit 4: LATIN DANCES

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: - Students will be able to perform the basic steps of Salsa - Students will be able to perform the basic steps of the Merengue</p> <p>Content Outline: - Salsa - Merengue - Samba</p>	<p>PE.HS.10.1 PE.HS.12.1</p>	<p>- Skills test -Participation</p>	<p>Classroom Ideas:</p> <p>Students will dance individually and with a partner</p> <p>Students will learn and perform the Salsa, the Merengue, and the Samba.</p> <p>Some zumba dances will be done afterwards to incorporate the dances</p>	<p>-Cha cha</p>

Unit 5: BALLROOM DANCES

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ul style="list-style-type: none">- Students will be able to perform the basic waltz steps with a partner-Students will be able to perform 4 basic Tango steps with a partner <p>Content Outline:</p> <ul style="list-style-type: none">- Waltz- Tango- Jive	<p>PE.HS.10.1 PE.HS.12.1</p>	<ul style="list-style-type: none">- Skills Test-Participation	<p>Classroom Ideas:</p> <p>Students will get with a partner and will learn and perform the basic steps of the Waltz, Tango, and Jive</p> <p>Students will also watch videos of examples of great dancing</p>	<ul style="list-style-type: none">- Box step

Unit 6: FITNESS DANCES / OTHER
Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: - Students will perform a variety of fitness dances</p> <p>Content Outline: - Zumba - Wii Dance - Jazzercise - Country Heat - Other dance workouts from Body on Demand or DVD</p>	<p>PE.HS.10.1 PE.HS.11.1</p>	<p>- Skills Test -Participation</p>	<p>Classroom Ideas: Mrs. Pinkall will lead Zumba and other dance classes Country heat and other dance workouts will be done from Body on Demand. Wii Dance is found on-line as well as Dance, dance revolution</p>	<p>-Salsa -Merengue -Cumbia -Reggaeton -Cha Cha</p>

Unit 7: PERFORMANCE

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ul style="list-style-type: none">- Students will perform 2 dances in front of the class- Students will use the proper steps and techniques- Students will apply appropriate behavior and etiquette in performing their dance- Students will add extra choreography to their dances <p>Content Outline:</p> <ul style="list-style-type: none">- Group Dances	<p>PE.HS.13.1 PE.HS.13.2 PE.HS.13.3</p>	<ul style="list-style-type: none">- Partners will perform 2 dances in front of the class.- Rubric given- Skills test	<p>Classroom Ideas:</p> <p>Students can dress up for the final skills test.</p> <p>Students will perform 2 dances in front of the class for at least 1 minute each.</p> <p>Any of the dances that we learned can be used.</p> <p>They will be graded on flow of movement, skills, steps, etc.</p>	

Female Fitness

General Description

This course will cover topics concerning the overall health of individuals. The course will cover the major components of wellness with a focus on regular physical activity (cardiorespiratory, flexibility, strength and endurance) and nutrition.

The goal of this course is to provide females with a wide variety of physical activities. In doing so, the students will hopefully find some activities that can be enjoyed and continued for a lifetime. The course will also provide a basis of knowledge and skills to make healthy lifestyle choices, which support their whole “well-being,” and encourage them to make positive changes in their nutrition and physical activity health behaviors.

Female Fitness Suggested Timeline

Unit	Days
1. Goal Setting / Importance of Fitness/ Nutrition	3 days
2. Cardio	15 days
3. Muscular / Strength / Bootcamp / Circuit Training	10 days
4. Flexibility	5 days
5. Dance	5 days
6. Group Lead Workouts	10 days
Total	48 Days

Unit 1: GOAL SETTING / FITNESS / NUTRITION**Approximate Length of Time: 3 Days**

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ul style="list-style-type: none">- Students will be able to write a SMART goal on nutrition- Students will be able to write a SMART goal on Physical Activity- Students will be able to keep a food journal on myfitnesspal for a week. <p>Content Outline:</p> <ul style="list-style-type: none">-Syllabus-Rules-Attendance/ Participation-Writing Goals-Importance of Nutrition and nutrition goals	PE.HS.1.1 PE.HS.1.3	-Food Journal -Writing Goals	<p>Classroom Ideas:</p> <p>Sign up for Myfitnesspal to log food and exercise for a week</p> <p>Students will monitor body weight and body fat if they choose to.</p>	<ul style="list-style-type: none">-Body fat-BMI-Calculating energy expenditure and calories burned

Unit 2: CARDIO

Approximate Length of Time: 15 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <ul style="list-style-type: none"> - Students will be able to perform a variety of cardiovascular exercises - Students will demonstrate proficiency in multiple skills in a variety of health-related activities - Students will perform multiple skills in a variety of different aerobic activities - Students will demonstrate the correct technique associated with a variety of different aerobic training activities. <p>Content Outline:</p> <ul style="list-style-type: none"> -Walking -Jogging -Zumba -Pound -Jazzercise -Cycling (bikes needed) -Body on Demand fitness workouts 	<p>PE.HS.1.1 PE.HS.1.3 PE.HS.8.1 PE.HS.8.2 PE.HS.8.3 PE.HS.9.1</p>	<p>*participation</p>	<p>Classroom Ideas:</p> <p>*Spinning Bikes would be required for the Cycling Unit</p> <p>* Other instructors will be needed to lead jazzercise, barre, pilates, and yoga</p> <p>Mrs. Pinkall will lead Zumba and Pound as well as other cardio workouts.</p> <p>Other professional instructors will come in and lead Jazzercise</p>	<ul style="list-style-type: none"> - Salsa - Merengue - Cumbia - Reggaeton - Cha cha

Unit 3: MUSCULAR / STRENGTH / CIRCUIT TRAINING / BOOTCAMP

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals: - Students will perform proper technique for resistance training or free-weight exercises</p> <p>Content Outline: -Bootcamps -Circuits -Barre -Tabata -Core work -Body on Demand workouts</p>	<p>PE.HS.1.1 PE.HS.5.1 PE.HS.6.1</p>	<p>*participation</p>	<p>Classroom Ideas: Mrs. Pinkall will lead most workouts Other instructors will come in and lead Barre and a variety of Bootcamps Videos/On demand videos will also be used.</p>	<p>-Strength -Cardio -Flexibility</p>

Unit 4: FLEXIBILITY

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Learning Goals:</p> <p>Content Outline: -Yoga -Pilates -Piyo</p>	<p>PE.HS.1.1 PE.HS.1.2</p>	<p>*participation</p>	<p>Classroom Ideas: Mrs. Pinkall will lead most workouts Another instructor will come in and lead Yoga</p>	<p>-Sun Salutation -Downward Dog -Namaste</p>

Unit 5: DANCE**Approximate Length of Time: 5 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Content Outline: -Line Dancing -Wedding Classics -Square Dancing -Polka	PE.HS.10.1	*participation	Classroom Ideas: Students will perform a variety of dances for physical activity. Dances may also include Wii-Dance and Dance dance revolution	-Grapevine -Do-si-do -Promenade -Allemande

Unit 5: GROUP WORKOUTS

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Content Outline: -Small group workouts	PE.HS.1.1 PE.HS.1.2 PE.HS.8.1 PE.HS.5.1	Students will be graded on their group workout. Rubric given This will be a participation grade as well as a test grade.	Classroom Ideas: Students will get in groups of 2 or 3 and lead the entire class in a workout for 30 minutes Students will need a warm-up, a 20 minute workout of their choosing, and a cool-down. Each day will be a different group that leads	

HS PE I

General Description

The high school experience represents the culmination of physical education instruction for students in kindergarten through grade twelve. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fourth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In fifth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

High school physical education is a culmination of skills learned in prior years and as a transition of these skills to remaining active as an adult.

HS PE I Suggested Timeline

Unit	Days
1) Volleyball	10
2) Softball	6
3) Basketball	8
4) Badminton	6
5) Soccer	8
6) Ultimate games	8

Unit 1: Volleyball**Approximate Length of Time: 10 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules and skills of the game.</p> <p>2) Students will demonstrate all the basic skills of the bump, set, spike, block and dig</p> <p>3) Students will develop the basic understanding of the strategies of the game.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>Rules of the game: Basic rules and scoring. Basic skills: Students will demonstrate through practice and game activities of serving, bumping, setting, passing, digging, blocking and spiking.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas:</p> <p>What are the basic rules, formations and strategies of the game.</p> <p>Discuss scoring, and a brief history of the scoring change.</p> <p>Student's show understanding of the rules and signals when officiating.</p> <p>Student's display sportsmanship during play.</p> <p>Student's will understand basic preseason tournament and post season tournament play.</p>	<p>Bump, set, dig, spike, volley, carry, underhand serve, overhand serve, rally scoring, game and match.</p>

Unit 2: Softball**Approximate Length of Time: 6 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game.</p> <p>2) Students will demonstrate the appropriate techniques for hitting, throwing and fielding.</p> <p>3) Students will develop a basic understanding of the positions and team strategies.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas: What are the basic positions, rules, and strategies of the game. Offensive strategies and defensive strategies.</p> <p>Students will understand basic tournament play and have an understanding of positions and batting order. Students will also know all of the defending positions.</p> <p>Classes will be introduced to one base and two base game strategies. This will be determined by the number of students in a class.</p>	<p>Single, double, triple, home run, error, base path, infield, outfield, pitcher, catcher, short stop, second base, first base, third base, foul ball, right fielder, left fielder, center fielder, home team, visiting team, rover, chopped ball, sacrifice, bunt</p>

Unit 3: Basketball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game.</p> <p>2) Students will demonstrate the appropriate passing, shooting, dribbling and defending.</p> <p>3) Students will understand the basic skills and strategies for king/queen of the court and sideline basketball.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>5) Lead up games will involve 3 on the line, around the world, shooting and dribbling contest in small groups.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas:</p> <p>What are the basic rules of a regular game, sideline basketball and king/queen court games.</p> <p>Students will show an understanding of the rules when playing the game.</p> <p>Discuss scoring and strategies that have changed the game.</p> <p>Students display sportsmanship during team play, sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students ability.</p>	<p>Traveling, double dribble, screen, violation, foul, lane baseline, 3-point line, free throw, field goal, block, charge, full court, half court, press, over and back, side line.</p>

Unit 4: Badminton

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules and strategies of the game.</p> <p>2) Students will demonstrate the appropriate techniques for smash, drop, clear, and serve.</p> <p>3) Students will develop a basic understanding of basic single and double team strategies.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>Content Outline: Rules: 1. Basic rules 2. Scoring B.</p> <p>Basic Skills 1. Demonstrate and have students practice.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic formations, rules and strategies of the game. • Attacking strategies • Defensive strategies <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students display sportsmanship during team and individual play. • Students will understand basic tournament play • Students will display proper strategy for singles and doubles games. 	<p>Net, Shuttle Cock, Drop Shot, Clear Drive, Smash, Flick, Balk, Hand In, Combination Up-Back Side-by-Side, Rally, Volley</p>

Unit 5: Soccer**Approximate Length of Time: 8 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Students will demonstrate the proper throw in skills, receiving skills and goalie skills in sideline and end line soccer	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	What are the basic formations, positions, rules and strategies of the game. Students display sportsmanship during team play. Students will understand basic tournament play. Students display an understanding of positioning when defending with or without the ball.	Throw-in, Newcomb Toss, SideKick, Shoelace Kick, Goalie, Offside, Offense, Defense

Unit 6: Ultimate Games

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. Students will understand the basic rules of the games during game day.</p> <p>2. Students will develop a basic understanding of the team play.</p> <p>3. Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>4. Develop an understanding of the game rules.</p> <p>Games:</p> <p>1. Four Square 2. Volleyball 3. Capture the Ball 4. Down but never out dodge ball 5. Newcomb Ball/Winterball 6. Two Ball Kickball/Buchanan Ball 7. Arena Ball 8. Bowling dodgeball.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Students will be observed during game activities.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>What are the basic rules and strategies of the game?</p> <p>What skills or strategies are needed to be successful?</p> <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Students display sportsmanship during the course of play 	

HS PE II

General Description

The high school experience represents the culmination of physical education instruction for students in kindergarten through grade twelve. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fourth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In fifth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

High school physical education is a culmination of skills learned in prior years and as a transition of these skills to remaining active as an adult

HS PE II Suggested Timeline

Unit	Days
1) Volleyball	10
2) Softball	6
3) Basketball	8
4) Badminton	6
5) Soccer	8
6) Ultimate games	8

Unit 1: Volleyball

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules and skills of the game.</p> <p>2) Students will demonstrate all the basic skills of the bump, set, spike, block and dig.</p> <p>3) Students will develop the basic understanding of the strategies of the game.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Rules of the game: Basic rules and scoring. Basic skills: Students will demonstrate through practice and game activities of serving, bumping, setting, passing, digging, blocking and spiking.</p> <p>5) Students will begin units with a big volleyball that is a slower flight moving ball.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas:</p> <p>What are the basic rules, formations and strategies of the game.</p> <p>Discuss scoring, and a brief history of the scoring change.</p> <p>Student's show understanding of the rules and signals when officiating.</p> <p>Student's display sportsmanship during play.</p> <p>Student's will understand basic pre season tournament and post season tournament play.</p>	<p>Bump, set, dig, spike, volley, carry, underhand serve, overhand serve, rally scoring, game and match.</p>

Unit 2: Softball

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game.</p> <p>2) Students will demonstrate the appropriate techniques for hitting, throwing and fielding.</p> <p>3) Students will develop a basic understanding of the positions and team strategies.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas:</p> <p>What are the basic positions, rules, and strategies of the game. Offensive strategies and defensive strategies.</p> <p>Students will understand basic tournament play and have an understanding of positions and batting order. Students will also know all of the defending positions.</p> <p>Classes will be introduced to one base and two base game strategies. This will be determined by the number of students in a class.</p>	<p>Single, double, triple, home run, error, base path, infield, outfield, pitcher, catcher, short stop, second base, first base, third base, foul ball, right fielder, left fielder, center fielder, home team, visiting team, rover, chopped ball, sacrifice, bunt</p>

Unit 3: Basketball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game.</p> <p>2) Students will demonstrate the appropriate passing, shooting, dribbling and defending.</p> <p>3) Students will understand the basic skills and strategies for king/queen of the court and sideline basketball.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>5) Lead up games will involve 3 on the line, around the world, shooting and dribbling contest in small groups.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas:</p> <p>What are the basic rules of a regular game, sideline basketball and king/queen court games.</p> <p>Students will show an understanding of the rules when playing the game.</p> <p>Discuss scoring and strategies that have changed the game.</p> <p>Students display sportsmanship during team play, sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students ability</p>	<p>Traveling, double dribble, screen, violation, foul, lane baseline, 3-point line, free throw, field goal, block, charge, full court, half court, press, over and back, side line.</p>

Unit 4: Badminton

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules and strategies of the game.</p> <p>2) Students will demonstrate the appropriate techniques for smash, drop, clear, and serve.</p> <p>3) Students will develop a basic understanding of basic single and double team strategies.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>Content Outline:</p> <p>Rules</p> <ol style="list-style-type: none"> 1. Basic rules 2. Scoring B. <p>Basic Skills</p> <p>Demonstrate and have students practice.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas:</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic formations, rules and strategies of the game. • Attacking strategies • Defensive strategies • Students display sportsmanship during team and individual play. • Students will understand basic tournament play • Students will display proper strategy for singles and doubles games 	<p>Net, Shuttle Cock, Drop Shot, Clear Drive, Smash, Flick, Balk, Hand In, Combination Up-Back Side-by-Side, Rally, Volley</p>

Unit 5: Soccer**Approximate Length of Time: 8 days**

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Students will demonstrate the proper throw in skills, receiving skills and goalie skills in sideline and end line soccer.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Pre and post test for the skills will given.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas: What are the basic formations, positions, rules and strategies of the game. Students display sportsmanship during team play. Students will understand basic tournament play. Students display an understanding of positioning when defending with or without the ball.</p>	<p>Throw-in, Newcomb Toss, SideKick, Shoelace Kick, Goalie, Offside, Offense, Defense</p>

Unit 6: Ultimate games

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. Students will understand the basic rules of the games during game day. 2. Students will develop a basic understanding of team play. 3. Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 1. Develop an understanding of the game rules. Games 1. Four Square Volleyball 2. Capture the Ball 3. Down but never out dodge ball 4. 5. Newcomb Ball/Winterball 6. Two Ball Kickball/Buchanan Ball 7. Arena Ball 8. Bowling dodgeball.</p>	<p>PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.</p>	<p>Students will be observed during the game activities.</p> <p>Each student will do an evaluation rubric at the beginning and end of each term.</p>	<p>Classroom Ideas: What are the basic rules and strategies of the game? What skills or strategies are needed to be successful?</p> <p>Classroom Ideas: • Students display sportsmanship during the course of play</p>	<p>Spatial awareness.</p>

Lifetime Fitness

General Description

The high school experience represents the culmination of physical education instruction for students in kindergarten through grade twelve. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fourth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In fifth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

High school physical education is a culmination of skills learned in prior years and as a transition of these skills to remaining active as an adult.

Lifetime Fitness Suggested Timeline

Unit	Days
1) Volleyball	8
2) Ultimate games	6
3) Basketball	6
4) Badminton	4
5) Soccer	5
6) Softball	6
7) Ultimate Frisbee/Frisbee Golf	5
8) Board Games/Checkers and Connect Four	3
9) Golf	6
10) Bowling	5

Unit 1: Volleyball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules and skills of the game.</p> <p>2) Students will demonstrate all the basic skills of the bump, set, spike, block and dig</p> <p>3) Students will develop the basic understanding of the strategies of the game.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>Rules of the game: Basic rules and scoring.</p> <p>Basic skills: Students will demonstrate through practice and game activities of serving, bumping, setting, passing, digging, blocking and spiking.</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom Ideas:What are the basic rules, formations and strategies of the game.</p> <p>Discuss scoring, and a brief history of the scoring change.</p> <p>Student's show understanding of the rules and signals when officiating.</p> <p>Student's display sportsmanship during play.</p> <p>Student' will understand basic pre season tournament and post season tournament pla</p>	<p>Bump, set, dig, spike, volley, carry, underhand serve, overhand serve, rally scoring, game and match.</p>

	<p>activities</p> <p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p>			
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Unit 2: Ultimate games

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1. Students will understand the basic rules of the games during game day. 2. Students will develop a basic understanding of the team play. 3. Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 1. Develop an understanding of the game rules. Games 1. Four Square Volleyball 2. Capture the Ball 3. Down but never out dodge ball 4. Newcomb Ball/Winterball 5. Two Ball Kickball/Buchanan Ball 6. Arena Ball 7. Bowling dodgeball.</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical</p>	<p>Students will be observed during game activities.</p>	<p>Classroom Ideas: What are the basic rules and strategies of the game? What skills or strategies are needed to be successful. Students display sportsmanship during the activity.</p>	<p>Spatial awareness.</p>

	<p>activities.</p> <p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p>			
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Unit 3: Basketball

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game.</p> <p>2) Students will demonstrate the appropriate passing, shooting, dribbling and defending.</p> <p>3) Students will understand the basic skills and strategies for king/queen of the court and sideline basketball.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>5) Lead up games will involve 3 on the line, around the world, shooting and dribbling contest in small groups.</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom Ideas:What are the basic rules of a regular game, sideline basketball and king/queen court games.</p> <p>Students will show an understanding of the rules when playing the game.</p> <p>Discuss scoring and strategies that have changed the game.</p> <p>Students display sportsmanship during team play, sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students ability.</p>	<p>Traveling, double dribble, screen, violation, foul, lane, baseline, 3-point line, free throw, field goal, block, charge, full court, half court, press, over and back, side line.</p>

	PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.			

Unit 4: Badminton

Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules and strategies of the game. 2) Students will demonstrate the appropriate techniques for smash, drop, clear, and serve. 3) Students will develop a basic understanding of basic single and double team strategies. 4. Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom Ideas:Essential Questions: • What are the basic formations, rules and strategies of the game. • Attacking strategies • Defensive strategies Classroom Ideas: • Students display sportsmanship during team and individual play. • Students will understand basic tournament play • Students will display proper strategy for singles and doubles games.</p>	<p>Net, Shuttle Cock,Drop Shot, Clear Drive, Smash, Flick, Balk, Hand In, Combination Up-Back Side-by-Side, Rally, Volley</p>

	<p>activities</p> <p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p>			
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Unit 5: Soccer

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Students will demonstrate the proper throw in skills, receiving skills and goalie skills in sideline and end line soccer</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom Ideas: What are the basic formations, positions, rules and strategies of the game. Students display sportsmanship during team play. Students will understand basic tournament play. Students display an understanding of positioning when defending with or without the ball.</p>	<p>Throw-in, Newcomb Toss, SideKick, Shoelace Kick, Goalie, Offside, Offense, Defense</p>

	<p>activities</p> <p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p>			
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Unit 6: Softball

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game.</p> <p>2) Students will demonstrate the appropriate techniques for hitting, throwing and fielding.</p> <p>3) Students will develop a basic understanding of the positions and team strategies.</p> <p>4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom Ideas: What are the basic positions, rules, and strategies of the game. Offensive strategies and defensive strategies.</p> <p>Students will understand basic tournament play and have an understanding of positions and batting order.</p> <p>Students will also know all of the defending positions.</p> <p>Classes will be introduced to one base and two base game strategies. This will be determined by the number of students in a class.</p>	<p>Single, double, triple, home run, error, base path, infield, outfield, pitcher, catcher, short stop, second base, first base, third base, foul ball, right fielder, left fielder, center fielder, home team, visiting team, rover, chopped ball, sacrifice, bunt.</p>

	<p>and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p>			
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Unit 7: Ultimate Frisbee/Frisbee golf

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1) Students will understand the basic rules of the game.</p> <p>2) Students will demonstrate the appropriate techniques for throwing and catching the frisbee.</p> <p>3) Students will understand the basic rules of the game.</p> <p>4) Students will understand the basic strategies of the game.</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom ideas: Students will demonstrate the basic fundamentals of throwing and catching of the frisbees in lead up activities. Examples would be throwing and catching relays while on the move and being stationary. Throwing at individual targets from different yardages.</p>	<p>Backhand throw, overhand throw, reverse back flip overhand throw, boundry, clear, offense, defense. Frisbee golf terms: Par, birdie, bogey, double bogey, eagle, ace, fore.</p>

	<p>activities</p> <p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p>			
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Unit 8: Board Games/Checkers and Connect Four

Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1)Students will understand the basic rules of each game. Students will learn to play as an individual and with a teammate.</p> <p>2)Students will understand the basic strategies of each game.</p> <p>3)Students will demonstrate the proper sportsmanship for each game.</p>	<p>PE.8.4.4 Follows rules and demonstrates proper etiquette.</p>	<p>Students will be observed during the activity.</p>	<p>Classroom ideas:Students will work together to develop strategies. Students will develop plans that can be accomplished within a small time period.</p>	<p>Automatic jumps, straight, vertical and horizontal connections. King, double jump, triple jump.</p>

Unit 9: Golf

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>1)Students will understand the basic rules of the game of golf. 2)Students will demonstrate the proper techniques of the swing. 3)Students will understand the proper safety. 4)Students will understand the proper terms used in golf.</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom ideas:What are the basic grips used when holding the club. Students will know the rules, strategies, and proper terms for the different clubs they use. Students will demonstrate the proper safety and sportsmanship. Students will demonstrate the proper care of a golf course.</p>	<p>Hook, slice, par, birdie, bogey, eagle, double bogey, ace, penalty area, sand traps, greens, fairways, rough, tee boxes, driver, irons, wedges.</p>

	<p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p>			
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Unit 10: Bowling

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
<p>Students will understand the basic rules and history of the game.</p> <p>Students will demonstrate the appropriate techniques for stance, form, approach and delivery.</p> <p>Students will develop a basic understanding of the basic rules and etiquette.</p> <p>Students will develop the appropriate sportsmanship, cooperation and respect for other participants.</p> <p>Content Outline:</p>	<p>PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness</p> <p>PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings</p> <p>PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical</p>	<p>Pre and post test will be given to help evaluate students.</p> <p>Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term.</p> <p>Students will be observed to make sure they are properly performing the skills.</p>	<p>Classroom idea:What are the basic rules and strategies of the game.</p> <p>Proper Delivery Techniques.</p> <p>Proper aiming strategy.</p> <p>Students display sportsmanship during the course of play.</p> <p>Students will understand basic scoring.</p> <p>Written test will be administered to check for understanding.</p> <p>Rules and history of the game handouts.</p> <p>Students will use technology to find history, rules and summarize the document in essay form.</p>	<p>Hook, turkey, lane, foul line, straight ball, spare, frame, split, back-up, strike, gutter, pocket.</p>

	<p>activities</p> <p>PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.</p>			
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Strength Training

General Description:

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core lifts in this course include parallel squats (front and back), power and hanging cleans, bench press, and incline press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in the Fitness assessments throughout the semester. Throughout this class we will be using a split routine program that alternates push and pull exercises or upper lower exercises. Wednesday will be a plyometric/Agility day emphasis along with a focus on Abdominals and flexibility. We will also be completing at least on ground-based exercise each day within this split routine. **Students will be expected to follow the class routine.** We will start this unit with lighter weight and a high number of sets and reps and gradually work our way down toward higher weight and lower reps. Throughout this unit there will also be times where we will be doing some circuit training as well as supersets exercises together.

Strength Training Suggested Timeline

Unit	Days
Orienteering, class rules and grading	2-3- Days
Safety and Technique	Ongoing
Programming and Muscle Groups	Ongoing

understand the components of an effective strength and conditioning program.				
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Board of Education Study Session

School District of Seward

410 South Street

Seward, NE 68434

Monday, July 8, 2019 5:30 PM

Attendance Taken at 5:34 PM.

Paul Duer: Present
Jill Hochstein: Absent
Jana Hughes: Present
Jerry Rumery: Present
Ryne Seaman: Present
Danielle Shipley: Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

Motion to excuse Jill Hochstein from tonight's meeting Passed with a motion by Paul Duer and a second by Danielle Shipley.

Paul Duer: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

2. Possible Discussion Items

2.1. 2019-2020 New and Revised Board Policies

Dr. Fields updated the board on board policies and discussed changes.

2.2. Summer Project Update

Dr. Fields updated the board on the summer projects - storage shed, door access, concrete projects, air conditioning, carpet at the high school, doors, asphalt and industrial technology project. Genesis will start on the bus garage project shortly.

2.3. 403 B Providers

Dr. Fields updated the board on 403b providers and what we want to do in the future.

3. Adjournment

President Seaman adjourned the meeting at 7:00p.m.

Prepared by:
Heidi Covert

Paul Duer
Secretary

Board of Education Regular Meeting

School District of Seward

410 South Street

Seward, NE 68434

Monday, July 8, 2019 7:00 PM

Attendance Taken at 7:04 PM.

Paul Duer: Present

Jill Hochstein: Present

Jana Hughes: Present

Jerry Rumery: Present

Ryne Seaman: Present

Danielle Shipley: Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

1.4. Pledge of Allegiance

1.5. Mission Statement-The school district of Seward --where every student, every day is a success -- affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.

1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Jerry Rumery and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time

on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
There was none.

3. Reports

3.1. Administrator Reports

3.1.1. Superintendent's Report

Dr. Fields informed the board that a Seward High student was elected as a national officer for Skills USA. The board also received legislative updates. Dr. Fields updated the board on staffing issues for the fall. Back to school staff breakfast is August 8, 2019 at 8:00 a.m. The next area NASB meeting is set for September 4, 2019.

4. Discussion Items

5. Old Business

6. New Business

6.1. Storage Building

Motion to approve the bid from Lenz Construction for \$90,522 for the construction of a storage building. Passed with a motion by Paul Duer and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.2. Door Access and Video Intercom System

Motion to approve the bid of \$82,560 from Americom Communications for the door access and video intercom system installation district wide. Passed with a motion by Paul Duer and a second by Jana Hughes.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.3. Concrete replacement

Motion to approve concrete bid from Schaefer Concrete for \$20,530. Passed with a motion by Jana Hughes and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.4. Milk Bids

Motion to approve the milk bid from Dean Foods. Passed with a motion by Jill Hochstein and a second by Danielle Shipley.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.5. 2019-2020 Student Handbooks

Motion to approve the 2019-2020 Student Handbooks Passed with a motion by Jerry Rumery and a second by Danielle Shipley.

Jill Hochstein: Nay, Paul Duer: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.6. 2019-2020 Staff Handbook

Motion to approve the 2019-2020 staff handbook Passed with a motion by Jana Hughes and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.7. First Reading of New/Revised District Policies

Motion to approve the first reading of the board policy updates, additions, and deletions per discussion during the study and regular board meeting. Passed with a motion by Jerry Rumery and a second by Paul Duer.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

7. Future Agenda Items second reading of policies

8. Consent Agenda

8.1. Approval of Minutes

8.2. Approval of Financial Reports

8.2.1. Treasurer

8.2.2. Budget

8.2.3. Activities

8.2.4. Athletic

8.3. Approval of Claims

8.3.1. General Fund - \$1,309,111.71

8.3.2. Depreciation Fund - \$14,280.40

8.3.3. Special Building Fund - \$19,823.00

8.4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Jerry Rumery and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

9. Adjournment

Motion to adjourn the meeting at 7:34 PM with the next study session and regular board meeting scheduled for Monday, August 12th at 5:30 and 7:00 PM Passed with a motion by Jana Hughes and a second by Paul Duer.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

Prepared by:
Heidi Covert

Paul Duer
Secretary

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2019**

GENERAL FUND (ACCOUNT NUMBER 100-172)

Bank Balance		3,769,028.48
Bob Dahms--Local Taxes	354,942.06	
Karey Adamy--Local Taxes	3,144.47	
Seward Hot Lunch--Reimbursement	26,462.96	
Stephanie Morse--Preschool	195.00	
Sevleta Strauss--Preschool	105.00	
Raissa Towle--Preschool	102.00	
Tammy Anstine--Preschool	180.00	
Nidal Damanhoury--Preschool	81.00	
Jordan Liekhus--Preschool	108.00	
Adam Dowling--Preschool	102.00	
Kylea Brackett--Preschool	69.00	
Mark Pick--Preschool	105.00	
Fehlhafer Inc--Sale of Junk	45.90	
Craig Williams--Sale of ipads/laptops	2,750.00	
SHS--Holliday Track Starter	88.15	
SHS--Soccer Camps	408.88	
SHS--GBB Camp	708.70	
Centennial Public Schools--Title 1 Services	1,048.00	
City of Seward--Fines	24.97	
Pepsi--Rebate	150.84	
ESU 6--Circle of Friends/Stipends	2,286.92	
Cattle Bank--Interest	6,692.83	
State of Nebraska--Wards of Court	7,648.00	
State of Nebraska--Wards of Court	4,238.30	
State of Nebraska--GMS IDEA 6404	75,009.00	
State of Nebraska--GMS IDEA 6410	98,877.00	
State of Nebraska--GMS IDEA 6406	8,869.00	
State of Nebraska--GMS IDEA 6412	41,715.00	
Stzte of Nebraska--SPED	223,227.00	
State of Nebraska--State Aid	23,351.00	
State of Nebraska--Title IIA 6310	16,769.00	
Jones Bank - Interest	477.93	
		<u>899,982.91</u>
Disbursements for the Month -----		4,669,011.39
Bank Balance-----		1,312,939.68
Less Outstanding Checks -----		3,356,071.71
Available Balance -----		<u>401,976.18</u>
		<u>2,954,095.53</u>

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2019**

UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)

Beginning Balance -----	29,888.68
Interest -----	4.75
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>29,893.43</u>

GIFTS AND DONATIONS (ACCT # 162036)

Beginning Balance -----	28,228.56
Interest -----	3.67
Deposit: Tenneco -----	4,704.68
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>32,936.91</u>

QUALITY CAPITAL PURPOSE UNDERTAKING FUND (ACCT #640-822)

Beginning Balance -----	151,338.71
Bob Dahms & Karey Adamy --Local Taxes -----	2,940.84
Interest -----	18.90
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>154,298.45</u>

BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)

Beginning Balance -----	14,214.42
Deposits: SPS -----	0.00
Interest -----	1.69
Disbursements -----	<u>1,590.00</u>
Bank Balance -----	<u>12,626.11</u>

HOT LUNCH FUND (ACCOUNT # 10 353 5)

Beginning Balance -----	115,090.74
Interest -----	26.01
State of NE Payments -----	0.00
Other Receipts -----	134.66
Disbursements -----	<u>26,462.96</u>
Bank Balance -----	88,788.45
Amount Due District -----	<u>26,530.40</u>
Available Balance -----	<u>62,258.05</u>

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2019**

STUDENT FEE FUND (ACCOUNT #668-157)

Beginning Balance -----	1,291.26
Receipts: Seward High School Activity Fund -----	0.00
Interest -----	0.00
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>1,291.26</u>

BOND FUND (ACCOUNT #60000586)

Beginning Balance-----	1,015,896.85
Bob Dahms - Taxes-----	35,519.78
Karey Adamy - Taxes-----	365.05
Jones Bank - Interest-----	0.00
Interest-----	128.18
Disbursements-----	<u>0.00</u>
Bank Balance -----	<u>1,051,909.86</u>

CD#47307--CNB RATE OF 2.68 DATE DUE 11/29/2019-----	<u>350,000.00</u>
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TOTAL IN BOND FUND ACCOUNT	1,401,909.86
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Heidi Covert, Treasurer

**BUDGET PRINTOUT
RECAPITULATION
JULY 31, 2019**

LY

RECEIPTS PORTION OF THE 2018-2019 BUDGET

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	19,546,817.00	16,422,938.67	3,123,878.33	84.02%
HOT LUNCH		<u>733,120.15</u>		
TOTAL RECEIPTS		17,156,058.82	2,390,758.18	

EXPENDITURES PORTION OF THE 2018-2019 BUDGET

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	9,400,000.00	7,733,965.84	1,666,034.16	82.28%
SPECIAL ED	3,600,000.00	2,300,223.28	1,299,776.72	63.90%
SS--PUPILS	475,817.00	918,028.08	-442,211.08	192.94%
SS-INSTRUCTION	550,000.00	421,501.09	128,498.91	76.64%
GENERAL ADM	405,000.00	272,294.45	132,705.55	67.23%
PRIN ADMIN	850,000.00	872,148.69	-22,148.69	102.61%
GEN BUSINESS	275,000.00	333,985.56	-58,985.56	121.45%
OPER/MAINT	2,200,000.00	1,383,241.89	816,758.11	62.87%
TRANSPORTATION	860,000.00	666,399.32	193,600.68	77.49%
FOUNDATION	6,000.00	0.00	6,000.00	0.00%
TRANSFERS	200,000.00	2,450.00	197,550.00	1.23%
GEN FUND TOTALS	18,821,817.00	14,904,238.20	3,917,578.80	79.19%
FEDERAL FUNDS	725,000.00	488,116.69	236,883.31	67.33%
SIXPENCE		108,503.92		
GRAND TOTAL	19,546,817.00	15,500,858.81	4,045,958.19	79.30%
HOT LUNCH	850,000.00	706,752.23		
TOTAL	20,396,817.00	16,207,611.04		

Seward Elementary
June & July 2019
Activity Account

6/1/19 THRU 7/31/19

	BEG. BAL.	RECEIPTS	DISB.	END BAL.
ELEM LIBRARY	6,587.99	0	75.33	6,512.66
ELEM OTHER	5,542.84	0	2,108.56	3,434.28
ELEM POP	287.78	0	99.00	188.78
INTEREST	193.65	2.90	0	196.55
TOTALS	\$ 12,612.26			\$10,332.27

CHECK STATEMENT BALANCE 7/31/19 \$10,332.27

PRINCIPAL Jessica Dow DATE 8-7-19
BOOKKEEPER Sharon Aldrich DATE 8-7-19

Seward Elementary
Activity Account

Deposits and Checks for the Months of June & July

DATE	TO:	Amount	CK#
06/03/19	Jennifer Flemings-Library-80 composition books	\$ 75.33	1908
06/03/19	Natasha Hibbert-kdg graduation balloons, etc.	44.93	1909
06/03/19	Lakeshore Learning-supplies	758.00	1910
06/10/19	Pepsi-Cola of Lincoln-pop	99.00	----
07/05/19	Amazon-teacher requests	1,305.63	1911

*outstanding check

08/05/19

Seward Middle School
Balance Sheet Standard
As of July 31, 2019

Jul 31, '19

ASSETS

Current Assets

Checking/Savings

Book Fair	880.57
Art	461.72
PTO	4,797.78
Sports Buttons	3,061.70
Music	1,015.39
Athletics	42,368.06
Band	66.95
Builders Club	822.48
Bully Response Team	944.83
Courtesy Fund	575.89
FCS	0.16
Industrial Arts	512.87
Interest	519.20
Library	1,302.18
Milk	0.94
MS Computer	3.10
Outdoor Ed	17,696.76
PE	440.27
Project Citizen	728.83
Sales Tax	7.61
Student Council	3,205.25
Wellness	462.50
Yearbook	7,611.31

Total Checking/Savings 87,486.35

Total Current Assets 87,486.35

TOTAL ASSETS 87,486.35

LIABILITIES & EQUITY

Equity

Opening Bal Equity	<u>87,486.35</u>
Total Equity	<u>87,486.35</u>

TOTAL LIABILITIES & EQU... 87,486.35



Kirk Gottschalk, Principal



Janet Seaman, Bookkeeper

08/05/19

Seward Middle School
Balance Sheet Detail
As of July 31, 2019

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Total Liabilities								0.00
Equity								87,442.33
Opening Bal Equity								87,442.33
General Journal	06/30/19				X	Interest	20.29	87,462.62
General Journal	07/31/19				X	Interest	23.73	87,486.35
Total Opening Bal Equity							44.02	87,486.35
Retained Earnings								0.00
Total Retained Earnings								0.00
Net Income								0.00
Total Net Income								0.00
Total Equity							44.02	87,486.35
TOTAL LIABILITIES & EQUITY							44.02	87,486.35

**Seward High School
General Ledger Report
Financial Report**

From Date:	6/1/2019
To Date:	6/30/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000100	DUAL CREDIT CLASSES	\$8,342.98	\$560.00	\$0.00	\$0.00	\$8,902.98	\$0.00	\$8,902.98
000105	ALTERNATIVE SCHOOL	\$268.84	\$0.00	\$0.00	\$0.00	\$268.84	\$0.00	\$268.84
000110	ACT CLASS	\$379.96	\$0.00	\$0.00	\$0.00	\$379.96	\$0.00	\$379.96
000115	HONOR SOCIETY	(\$268.06)	\$385.00	\$0.00	\$0.00	\$116.94	\$0.00	\$116.94
000120	ALUMNI ASSOCIATION	\$738.03	\$0.00	\$0.00	\$0.00	\$738.03	\$0.00	\$738.03
000125	GUIDANCE	\$258.46	\$0.00	\$0.00	\$0.00	\$258.46	\$0.00	\$258.46
000126	AMBASSADORS	\$679.09	\$0.00	\$0.00	\$0.00	\$679.09	\$0.00	\$679.09
000127	AP EXAMS	\$3,195.50	\$0.00	\$0.00	\$0.00	\$3,195.50	\$0.00	\$3,195.50
000130	CAREER ACADEMY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000140	FOOTBALL	\$3,528.97	\$0.00	(\$450.00)	\$0.00	\$3,078.97	\$0.00	\$3,078.97
000142	FOOTBALL-UNIFORMS	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00
000145	WRESTLING	\$419.57	\$0.00	\$0.00	\$0.00	\$419.57	\$0.00	\$419.57
000147	X-COUNTRY	\$1,806.10	\$0.00	\$0.00	\$0.00	\$1,806.10	\$0.00	\$1,806.10
000149	TRACK	\$773.99	\$0.00	\$0.00	\$0.00	\$773.99	\$0.00	\$773.99
000150	GIRLS BB CAMP	\$3,302.15	\$0.00	\$0.00	\$0.00	\$3,302.15	\$0.00	\$3,302.15
000155	BOYS BB CAMP	\$5,911.38	\$255.00	(\$420.00)	\$0.00	\$5,746.38	\$0.00	\$5,746.38
000160	BOYS SOCCER	\$2,148.28	\$40.00	(\$216.92)	\$0.00	\$1,971.36	\$0.00	\$1,971.36
000165	GIRLS SOCCER	\$3,046.28	\$40.00	(\$216.93)	\$0.00	\$2,869.35	\$0.00	\$2,869.35
000170	SOFTBALL	\$5,090.18	\$0.00	\$0.00	\$0.00	\$5,090.18	\$0.00	\$5,090.18
000175	VOLLEYBALL	\$2,136.12	\$0.00	\$0.00	\$0.00	\$2,136.12	\$0.00	\$2,136.12
000180	VIDEO ACCOUNT	\$4,247.99	\$0.00	\$0.00	\$0.00	\$4,247.99	\$0.00	\$4,247.99
000185	BASEBALL	\$669.32	\$0.00	\$0.00	\$0.00	\$669.32	\$0.00	\$669.32
000190	GIRLS GOLF	\$1,070.60	\$0.00	\$0.00	\$0.00	\$1,070.60	\$0.00	\$1,070.60
000195	BOYS GOLF	\$506.00	\$0.00	\$0.00	\$0.00	\$506.00	\$0.00	\$506.00
000200	SMUTNY SCHOLARSHIP	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00
000225	ACADEMIC CONTESTS	(\$492.62)	\$1,192.57	\$0.00	\$0.00	\$699.95	\$0.00	\$699.95
000230	SCIP	\$342.50	\$0.00	\$0.00	\$0.00	\$342.50	\$0.00	\$342.50
000250	PEPSI SCHOLARSHIPS	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
000260	SCHOLARSHIP ACCT.	\$40.00	\$0.00	\$0.00	\$0.00	\$40.00	\$0.00	\$40.00
000270	BOWMASTER SCHOLARS	\$475.00	\$0.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00
000275	CONCESSIONS	\$8,693.40	\$2,000.00	(\$10.64)	\$0.00	\$10,682.76	\$0.00	\$10,682.76
000300	Teacher Pop Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000310	VENDING SALES	\$360.80	\$0.00	(\$164.94)	\$0.00	\$195.86	\$0.00	\$195.86
000315	DLC ACCOUNT	\$25.81	\$0.00	\$0.00	\$0.00	\$25.81	\$0.00	\$25.81
000330	DRIVER EDUCATION	\$0.00	\$24,375.00	\$0.00	\$0.00	\$24,375.00	\$0.00	\$24,375.00

**Seward High School
General Ledger Report
Financial Report**

From Date: 6/1/2019
To Date: 6/30/2019

From Acct: 1
To Account: 999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD Payable	YTD Work Bal.
000400	FBLA	\$1,607.17	\$2,272.00	\$0.00	\$0.00	\$3,879.17	\$0.00	\$3,879.17
000410	FFA	\$12,922.06	\$3,799.62	(\$77.94)	\$0.00	\$16,643.74	\$0.00	\$16,643.74
000415	FCS LAB FEES	\$7,155.00	\$0.00	\$0.00	\$0.00	\$7,155.00	\$0.00	\$7,155.00
000418	DISTRICT 2 FCCLA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000420	FCCLA	\$7,292.88	\$2,166.15	(\$851.15)	\$0.00	\$8,607.88	\$0.00	\$8,607.88
000425	DRILL TEAM/DANCE	\$3,234.70	\$0.00	\$0.00	\$0.00	\$3,234.70	\$0.00	\$3,234.70
000430	SOCIAL MEDIA TEAM	\$196.98	\$0.00	\$0.00	\$0.00	\$196.98	\$0.00	\$196.98
000440	LEADERSHIP TEAM	\$2,534.40	\$0.00	(\$95.00)	\$0.00	\$2,439.40	\$0.00	\$2,439.40
000450	MATH	\$44.46	\$0.00	\$0.00	\$0.00	\$44.46	\$0.00	\$44.46
000460	SCIENCE LAB FEES	\$461.32	\$0.00	\$0.00	\$0.00	\$461.32	\$0.00	\$461.32
000470	KEY CLUB	\$1,369.90	\$150.00	\$0.00	\$0.00	\$1,519.90	\$0.00	\$1,519.90
000475	SPANISH ACCOUNT	\$66.94	\$0.00	\$0.00	\$0.00	\$66.94	\$0.00	\$66.94
000490	ART	\$4,687.17	\$0.00	\$0.00	\$0.00	\$4,687.17	\$0.00	\$4,687.17
000495	Study Abroad	\$367.13	\$0.00	\$0.00	\$0.00	\$367.13	\$0.00	\$367.13
000500	YEARBOOK	\$6,636.09	\$175.00	(\$120.00)	\$0.00	\$6,691.09	\$0.00	\$6,691.09
000530	SPEECH	(\$881.17)	\$2,110.84	\$0.00	\$0.00	\$1,229.67	\$0.00	\$1,229.67
000535	DRAMATICS	\$3,750.62	\$0.00	(\$452.61)	\$0.00	\$3,298.01	\$0.00	\$3,298.01
000540	LIBRARY	\$1,369.93	\$0.00	\$0.00	\$0.00	\$1,369.93	\$0.00	\$1,369.93
000545	ALL SCHOOL READS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000550	BAND	\$1,536.59	\$549.00	(\$1,095.00)	\$0.00	\$990.59	\$0.00	\$990.59
000554	CHEERLEADERS	\$3,624.10	\$0.00	(\$850.00)	\$0.00	\$2,774.10	\$0.00	\$2,774.10
000555	CHORUS	\$8,854.90	\$916.66	(\$8.95)	\$0.00	\$9,762.61	\$0.00	\$9,762.61
000560	INDUSTRIAL ARTS/WOO	\$1,396.70	\$0.00	(\$492.96)	\$0.00	\$903.74	\$0.00	\$903.74
000565	TECH PREP/SKILLS USA	(\$5,950.00)	\$9,230.00	\$0.00	\$0.00	\$3,280.00	\$0.00	\$3,280.00
000570	AUTO/WELDING	\$1,744.31	\$0.00	(\$244.88)	\$0.00	\$1,499.43	\$0.00	\$1,499.43
000575	POWER DRIVE	\$360.12	\$0.00	\$0.00	\$0.00	\$360.12	\$0.00	\$360.12
000580	PAY TO PLAY	\$4,992.27	\$0.00	(\$4,000.00)	\$0.00	\$992.27	\$0.00	\$992.27
000600	PHYSICAL EDUCATION	\$34.11	\$0.00	\$0.00	\$0.00	\$34.11	\$0.00	\$34.11
000615	REVOLVING ACCT	\$250.12	\$0.00	\$0.00	\$0.00	\$250.12	\$0.00	\$250.12
000620	NOW ACCOUNT	\$5,327.09	\$59.95	\$0.00	\$0.00	\$5,387.04	\$0.00	\$5,387.04
000700	SOCIAL STUDIES SCHOL	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
000800	ATHLETICS	\$51,662.79	\$22,773.50	(\$3,761.57)	\$0.00	\$70,674.72	\$0.00	\$70,674.72
000825	WEIGHTROOM	\$195.04	\$0.00	\$0.00	\$0.00	\$195.04	\$0.00	\$195.04
000850	PRIDE	\$1,156.34	\$0.00	\$0.00	\$0.00	\$1,156.34	\$0.00	\$1,156.34
000870	STUDENT HELP FUND	\$431.73	\$0.00	\$0.00	\$0.00	\$431.73	\$0.00	\$431.73
000900	MEMORIALS	\$70.00	\$0.00	\$0.00	\$0.00	\$70.00	\$0.00	\$70.00

**Seward High School
General Ledger Report
Financial Report**

From Date:	6/1/2019
To Date:	6/30/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD Payable	Work Bal.
000950	IPAD FEES	\$12,170.74	\$0.00	(\$11.98)	\$0.00	\$12,158.76	\$0.00	\$12,158.76
000955	HORTICULTURE	\$145.00	\$0.00	\$0.00	\$0.00	\$145.00	\$0.00	\$145.00
002015	CLASS OF 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
002016	CLASS OF 2016	\$160.49	\$0.00	\$0.00	\$0.00	\$160.49	\$0.00	\$160.49
002017	CLASS OF 2017	\$437.06	\$0.00	\$0.00	\$0.00	\$437.06	\$0.00	\$437.06
002018	CLASS OF 2018	\$1,745.17	\$0.00	\$0.00	\$0.00	\$1,745.17	\$0.00	\$1,745.17
002019	CLASS OF 2019	(\$1,851.41)	\$2,296.04	(\$209.00)	\$0.00	\$235.63	\$0.00	\$235.63
002020	CLASS OF 2020	\$2,790.37	\$0.00	\$0.00	\$0.00	\$2,790.37	\$0.00	\$2,790.37
002021	Class of 2021	\$3,635.68	\$0.00	\$0.00	\$0.00	\$3,635.68	\$0.00	\$3,635.68
002022	CLASS OF 2022	\$1,441.00	\$0.00	\$0.00	\$0.00	\$1,441.00	\$0.00	\$1,441.00
Group Total		\$213,322.51	\$77,346.33	(\$13,750.47)	\$0.00	\$276,918.37	\$0.00	\$276,918.37
Activity Accounts Grand Total		\$213,322.51	\$77,346.33	(\$13,750.47)	\$0.00	\$276,918.37	\$0.00	\$276,918.37
<hr/>								
992	CHECK ACCOUNT	\$213,322.51	\$77,346.33	(\$13,750.47)	\$0.00	\$276,918.37	\$0.00	\$276,918.37
General Ledger Grand Total		\$213,322.51	\$77,346.33	(\$13,750.47)	\$0.00	\$276,918.37	\$0.00	\$276,918.37

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 7/2/19
 Principal: [Signature] Date: 7/2/19

Seward High School Bank Reconciliation Report

From Date:	6/1/2019
To Date:	6/30/2019

Checking Account

992

Ending Balance on Statement dated 6/30/2019 ->	\$282,417.90
Add: Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$5,499.53
CHECK ACCOUNT Cash Balance as of 6/30/2019	\$276,918.37 ***

Cash Balance for Checking as of 6/1/2019	\$213,322.51
Add: Total Deposits (Bank Deposits)	\$77,346.33
Less: Total Checks and Withdrawals	(\$13,750.47)
Computer Cash Balance as of 6/30/2019	\$276,918.37 ***

Summary of Asset Accounts

GL Acct Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.
992 CHECK ACCOUNT	\$213,322.51	\$77,346.33	(\$13,750.47)	\$0.00	\$276,918.37 ***
Grand Total	\$213,322.51	\$77,346.33	(\$13,750.47)	\$0.00	\$276,918.37

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 7/2/19
 Principal: [Signature] Date: 7/2/19

*** Entries Must match

**Seward High School
General Ledger Report
Financial Report**

From Date:	7/1/2019
To Date:	7/31/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD Payable	Work Bal.
000100	DUAL CREDIT CLASSES	\$8,902.98	\$0.00	\$0.00	\$0.00	\$8,902.98	\$0.00	\$8,902.98
000105	ALTERNATIVE SCHOOL	\$268.84	\$0.00	\$0.00	\$0.00	\$268.84	\$0.00	\$268.84
000110	ACT CLASS	\$379.96	\$0.00	\$0.00	\$0.00	\$379.96	\$0.00	\$379.96
000115	HONOR SOCIETY	\$116.94	\$0.00	\$0.00	\$0.00	\$116.94	\$0.00	\$116.94
000120	ALUMNI ASSOCIATION	\$738.03	\$0.00	\$0.00	\$0.00	\$738.03	\$0.00	\$738.03
000125	GUIDANCE	\$258.46	\$0.00	\$0.00	\$0.00	\$258.46	\$0.00	\$258.46
000126	AMBASSADORS	\$679.09	\$0.00	\$0.00	\$0.00	\$679.09	\$0.00	\$679.09
000127	AP EXAMS	\$3,195.50	\$0.00	\$0.00	\$0.00	\$3,195.50	\$0.00	\$3,195.50
000130	CAREER ACADEMY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000140	FOOTBALL	\$3,078.97	\$0.00	(\$296.98)	\$0.00	\$2,781.99	\$0.00	\$2,781.99
000142	FOOTBALL-UNIFORMS	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00
000145	WRESTLING	\$419.57	\$0.00	\$0.00	\$0.00	\$419.57	\$0.00	\$419.57
000147	X-COUNTRY	\$1,806.10	\$0.00	\$0.00	\$0.00	\$1,806.10	\$0.00	\$1,806.10
000149	TRACK	\$773.99	\$0.00	\$0.00	\$0.00	\$773.99	\$0.00	\$773.99
000150	GIRLS BB CAMP	\$3,302.15	\$320.00	(\$770.00)	\$0.00	\$2,852.15	\$0.00	\$2,852.15
000155	BOYS BB CAMP	\$5,746.38	\$0.00	(\$194.65)	\$0.00	\$5,551.73	\$0.00	\$5,551.73
000160	BOYS SOCCER	\$1,971.36	\$0.00	(\$248.02)	\$0.00	\$1,723.34	\$0.00	\$1,723.34
000165	GIRLS SOCCER	\$2,869.35	\$0.00	(\$253.86)	\$0.00	\$2,615.49	\$0.00	\$2,615.49
000170	SOFTBALL	\$5,090.18	\$0.00	\$0.00	\$0.00	\$5,090.18	\$0.00	\$5,090.18
000175	VOLLEYBALL	\$2,136.12	\$1,590.00	(\$950.60)	\$0.00	\$2,775.52	\$0.00	\$2,775.52
000180	VIDEO ACCOUNT	\$4,247.99	\$0.00	\$0.00	\$0.00	\$4,247.99	\$0.00	\$4,247.99
000185	BASEBALL	\$669.32	\$0.00	\$0.00	\$0.00	\$669.32	\$0.00	\$669.32
000190	GIRLS GOLF	\$1,070.60	\$0.00	\$0.00	\$0.00	\$1,070.60	\$0.00	\$1,070.60
000195	BOYS GOLF	\$506.00	\$0.00	\$0.00	\$0.00	\$506.00	\$0.00	\$506.00
000200	SMUTNY SCHOLARSHIP	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00
000225	ACADEMIC CONTESTS	\$699.95	\$89.00	\$0.00	\$0.00	\$788.95	\$0.00	\$788.95
000230	SCIP	\$342.50	\$0.00	\$0.00	\$0.00	\$342.50	\$0.00	\$342.50
000250	PEPSI SCHOLARSHIPS	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
000260	SCHOLARSHIP ACCT.	\$40.00	\$0.00	\$0.00	\$0.00	\$40.00	\$0.00	\$40.00
000270	BOWMASTER SCHOLARS	\$475.00	\$0.00	\$0.00	\$0.00	\$475.00	\$0.00	\$475.00
000275	CONCESSIONS	\$10,682.76	\$0.00	(\$141.92)	(\$2,000.00)	\$8,540.84	\$0.00	\$8,540.84
000300	Teacher Pop Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000310	VENDING SALES	\$195.86	\$485.16	(\$45.00)	\$0.00	\$636.02	\$0.00	\$636.02
000315	DLC ACCOUNT	\$25.81	\$0.00	\$0.00	\$0.00	\$25.81	\$0.00	\$25.81
000330	DRIVER EDUCATION	\$24,375.00	\$0.00	\$0.00	\$0.00	\$24,375.00	\$0.00	\$24,375.00

**Seward High School
General Ledger Report
Financial Report**

From Date:	7/1/2019
To Date:	7/31/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000400	FBLA	\$3,879.17	\$0.00	\$0.00	\$0.00	\$3,879.17	\$0.00	\$3,879.17
000410	FFA	\$16,643.74	\$0.00	(\$1,262.35)	\$0.00	\$15,381.39	\$0.00	\$15,381.39
000415	FCS LAB FEES	\$7,155.00	\$0.00	\$0.00	\$0.00	\$7,155.00	\$0.00	\$7,155.00
000418	DISTRICT 2 FCCLA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000420	FCCLA	\$8,607.88	\$0.00	\$0.00	\$0.00	\$8,607.88	\$0.00	\$8,607.88
000425	DRILL TEAM/DANCE	\$3,234.70	\$0.00	\$0.00	\$0.00	\$3,234.70	\$0.00	\$3,234.70
000430	SOCIAL MEDIA TEAM	\$196.98	\$0.00	\$0.00	\$0.00	\$196.98	\$0.00	\$196.98
000440	LEADERSHIP TEAM	\$2,439.40	\$0.00	\$0.00	\$0.00	\$2,439.40	\$0.00	\$2,439.40
000450	MATH	\$44.46	\$0.00	\$0.00	\$0.00	\$44.46	\$0.00	\$44.46
000460	SCIENCE LAB FEES	\$461.32	\$0.00	\$0.00	\$0.00	\$461.32	\$0.00	\$461.32
000470	KEY CLUB	\$1,519.90	\$0.00	\$0.00	\$0.00	\$1,519.90	\$0.00	\$1,519.90
000475	SPANISH ACCOUNT	\$66.94	\$0.00	\$0.00	\$0.00	\$66.94	\$0.00	\$66.94
000490	ART	\$4,687.17	\$0.00	\$0.00	\$0.00	\$4,687.17	\$0.00	\$4,687.17
000495	Study Abroad	\$367.13	\$798.00	(\$796.80)	\$0.00	\$368.33	\$0.00	\$368.33
000500	YEARBOOK	\$6,691.09	\$175.00	\$0.00	\$0.00	\$6,866.09	\$0.00	\$6,866.09
000530	SPEECH	\$1,229.67	\$0.00	\$0.00	\$0.00	\$1,229.67	\$0.00	\$1,229.67
000535	DRAMATICS	\$3,298.01	\$0.00	(\$241.48)	\$0.00	\$3,056.53	\$0.00	\$3,056.53
000540	LIBRARY	\$1,369.93	\$0.00	\$0.00	\$0.00	\$1,369.93	\$0.00	\$1,369.93
000545	ALL SCHOOL READS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000550	BAND	\$990.59	\$1,587.25	(\$1,632.00)	\$0.00	\$945.84	\$0.00	\$945.84
000554	CHEERLEADERS	\$2,774.10	\$0.00	(\$352.45)	\$0.00	\$2,421.65	\$0.00	\$2,421.65
000555	CHORUS	\$9,762.61	\$0.00	\$0.00	\$0.00	\$9,762.61	\$0.00	\$9,762.61
000560	INDUSTRIAL ARTS/WOO	\$903.74	\$50.00	\$0.00	\$0.00	\$953.74	\$0.00	\$953.74
000565	TECH PREP/SKILLS USA	\$3,280.00	\$1,185.00	\$0.00	\$0.00	\$4,465.00	\$0.00	\$4,465.00
000570	AUTO/WELDING	\$1,499.43	\$0.00	\$0.00	\$0.00	\$1,499.43	\$0.00	\$1,499.43
000575	POWER DRIVE	\$360.12	\$0.00	\$0.00	\$0.00	\$360.12	\$0.00	\$360.12
000580	PAY TO PLAY	\$992.27	\$0.00	\$0.00	\$0.00	\$992.27	\$0.00	\$992.27
000600	PHYSICAL EDUCATION	\$34.11	\$0.00	\$0.00	\$0.00	\$34.11	\$0.00	\$34.11
000615	REVOLVING ACCT	\$250.12	\$0.00	\$0.00	\$0.00	\$250.12	\$0.00	\$250.12
000620	NOW ACCOUNT	\$5,387.04	\$76.66	\$0.00	\$0.00	\$5,463.70	\$0.00	\$5,463.70
000700	SOCIAL STUDIES SCHOL	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
000800	ATHLETICS	\$70,674.72	\$1,203.19	(\$424.32)	\$2,000.00	\$73,453.59	\$0.00	\$73,453.59
000825	WEIGHTROOM	\$195.04	\$0.00	\$0.00	\$0.00	\$195.04	\$0.00	\$195.04
000850	PRIDE	\$1,156.34	\$0.00	\$0.00	\$0.00	\$1,156.34	\$0.00	\$1,156.34
000870	STUDENT HELP FUND	\$431.73	\$0.00	\$0.00	\$0.00	\$431.73	\$0.00	\$431.73
000900	MEMORIALS	\$70.00	\$0.00	\$0.00	\$0.00	\$70.00	\$0.00	\$70.00

**Seward High School
General Ledger Report
Financial Report**

From Date:	7/1/2019
To Date:	7/31/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000950	IPAD FEES	\$12,158.76	\$0.00	(\$2,626.20)	\$0.00	\$9,532.56	\$0.00	\$9,532.56
000955	HORTICULTURE	\$145.00	\$0.00	\$0.00	\$0.00	\$145.00	\$0.00	\$145.00
002015	CLASS OF 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
002016	CLASS OF 2016	\$160.49	\$0.00	\$0.00	\$0.00	\$160.49	\$0.00	\$160.49
002017	CLASS OF 2017	\$437.06	\$0.00	\$0.00	\$0.00	\$437.06	\$0.00	\$437.06
002018	CLASS OF 2018	\$1,745.17	\$0.00	\$0.00	\$0.00	\$1,745.17	\$0.00	\$1,745.17
002019	CLASS OF 2019	\$235.63	\$0.00	\$0.00	\$0.00	\$235.63	\$0.00	\$235.63
002020	CLASS OF 2020	\$2,790.37	\$0.00	\$0.00	\$0.00	\$2,790.37	\$0.00	\$2,790.37
002021	Class of 2021	\$3,635.68	\$0.00	\$0.00	\$0.00	\$3,635.68	\$0.00	\$3,635.68
002022	CLASS OF 2022	\$1,441.00	\$0.00	\$0.00	\$0.00	\$1,441.00	\$0.00	\$1,441.00
Group Total		\$276,918.37	\$7,559.26	(\$10,236.63)	\$0.00	\$274,241.00	\$0.00	\$274,241.00
Activity Accounts Grand Total		\$276,918.37	\$7,559.26	(\$10,236.63)	\$0.00	\$274,241.00	\$0.00	\$274,241.00
<hr/>								
992	CHECK ACCOUNT	\$276,918.37	\$7,559.26	(\$10,236.63)	\$0.00	\$274,241.00	\$0.00	\$274,241.00
General Ledger Grand Total		\$276,918.37	\$7,559.26	(\$10,236.63)	\$0.00	\$274,241.00	\$0.00	\$274,241.00

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 8/5/19
 Principal: [Signature] Date: 8/5/19

Seward High School Bank Reconciliation Report

From Date:	7/1/2019
To Date:	7/31/2019

Checking Account
992

Ending Balance on Statement dated 7/31/2019 ->	\$279,009.69
Add: Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$4,768.69
CHECK ACCOUNT Cash Balance as of 7/31/2019	\$274,241.00 ***

Cash Balance for Checking as of 7/1/2019	\$276,918.37
Add: Total Deposits (Bank Deposits)	\$7,559.26
Less: Total Checks and Withdrawals	(\$10,236.63)
Computer Cash Balance as of 7/31/2019	\$274,241.00 ***

Summary of Asset Accounts

GL Acct	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.
992	CHECK ACCOUNT	\$276,918.37	\$7,559.26	(\$10,236.63)	\$0.00	\$274,241.00 ***
Grand Total		\$276,918.37	\$7,559.26	(\$10,236.63)	\$0.00	\$274,241.00

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 8/5/19
 Principal: [Signature] Date: 8/5/19

*** Entries Must match

From Date: 6/1/2019
To Date: 6/30/2019

Seward High School
Reconciliation Report

From Acct: 800
To Account: 800

Date:	Payee Source:	Invoice	PO	Doc Ref.	Recpt/JV	Disb/JV	Transfer	Balance.	Offset Acct.
Activity Acct: 800		ATHLETICS			Beginning Balance:			\$51,662.79	
Advisor: John Moody									
6/3/2019	RECEIPTS			5777	\$6,818.50	\$0.00	\$0.00	\$58,481.29	992
	VARSITY GRP REVENUE SHARING								
6/3/2019	RECEIPTS			5778	\$5,373.00	\$0.00	\$0.00	\$63,854.29	992
	CHAIRS DONATION - BOOSTER CLB								
6/3/2019	RECEIPTS			5778	\$10,122.00	\$0.00	\$0.00	\$73,976.29	992
	SCOREBOARD DONATION - BOOSTER CLB								
6/5/2019	LOU'S SPORTING	ATJ74119	12679	56354	\$0.00	\$137.00	\$0.00	\$73,839.29	992
	FIELD PAINT, SPIKES, BLANKS								
6/5/2019	LOU'S SPORTING	AAX7761	12680	56355	\$0.00	\$1,607.58	\$0.00	\$72,231.71	992
	FB - ANNUAL SUPPLIES								
6/6/2019	HU DL	00500861	12830	56363	\$0.00	\$1,999.00	\$0.00	\$70,232.71	992
	SERVICES FOR 19/20 SCH YR								
6/19/2019	USI, INC.	W0178159	12875	56368	\$0.00	\$17.99	\$0.00	\$70,214.72	992
	ACTIVITY PASSES LAMINATING POUCHES								
6/26/2019	RECEIPTS			5783	\$460.00	\$0.00	\$0.00	\$70,674.72	992
	ENTRY FEES								
Totals					\$22,773.50	\$3,761.57	\$0.00	\$70,674.72	
								Accounts Payable	\$0.00
								Working Balance	\$70,674.72
								Currently Encumbered (PO)	\$0.00

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 7/2/19
 Principal: [Signature] Date: 7/2/19

From Date: 7/1/2019
To Date: 7/31/2019

**Seward High School
 Reconciliation Report**

From Acct: 800
To Account: 800

Date:	Payee Source:	Invoice	PO	Doc Ref.	Receipt/JV	Disb/JV	Transfer	Balance.	Offset Acct.
Activity Acct: 800		ATHLETICS				Beginning Balance:		\$70,674.72	
Advisor: John Moody									
7/2/2019	Transfer				\$0.00	\$0.00	\$2,000.00	\$72,674.72	275
	PEPSI-COLA BOTTLING								
7/2/2019	SCHOOL DISTRICT OF		12894	56376	\$0.00	\$88.15	\$0.00	\$72,586.57	992
	TRACK STARTER PAY - KURT HOLLIDAY								
7/10/2019	AWARDS	474588	12896	56384	\$0.00	\$161.42	\$0.00	\$72,425.15	992
	NEXT LEVEL PLATES								
7/10/2019	RECEIPTS			5797	\$1,203.19	\$0.00	\$0.00	\$73,628.34	992
	NSAA - SPORTS REIMB								
7/17/2019	PRO-TUFF DECALS	019011877	12872	56419	\$0.00	\$174.75	\$0.00	\$73,453.59	992
	S HELMET DECALS								
Totals					\$1,203.19	\$424.32	\$2,000.00	\$73,453.59	
								Accounts Payable	\$0.00
								Working Balance	\$73,453.59
								Currently Encumbered (PO)	\$0.00

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 8/5/19
 Principal: [Signature] Date: 8/5/19

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 12, 2019**

Salaries from July	Salaries	498,193.05
Jones Bank	FIT/FICA	10,032.34
Jones Bank	FIT/FICA	1,161.78
Jones Bank	FIT/FICA	154,342.14
Five Points Bank	Lease	180.00
Nebraska Child Support Payment Ctr	Garnishment	1,525.00
Mass Mutual	Annuity	13,908.00
Jones Bank	FIT/FICA	6,876.57
Tennessee Child Support Services	Garnishment	159.98
NPERS	Retirement	141,465.67
Nebraska Department of Revenue	State Tax	26,589.67
Pay Flex	Section 125	13,370.14
Academic Therapy Publications	Supplies	88.00
ACCO	Supplies	109.31
ADA Sports	Supplies	712.53
Amazon	Supplies	10,815.95
Americom	Maintenance	190.00
Assoc. for Middle Level Education	Dues & Fees	99.97
ASCD	Dues & Fees	89.00
Aschenbrenner, Joelene	Mileage	21.45
AVG Technologies	Software	2,811.75
Axt, Scott	Textbooks	125.69
B & H	Equipment	1,199.00
Baker & Taylor	Books	52.95
Bern's Body Shop	Transportation	3,556.09
BEST	Pupil Services	4,238.30
Bio-Rad Laboratories, Inc	Supplies	307.25
Blick	Supplies	846.59
BlueCross BlueShield	Health Insurance	173,110.71
Blue Valley Community Action	Sixpence	35,579.93
Bracker's	Supplies	1,118.15
Brain POP, LLC	Software	230.00
CAERT, Inc	e-Books	439.98
Canon Financial Services	Lease	1,141.00
Capital Business Systems, Inc	Lease	128.07
Card Services	Maintenance	4.99
CASE	Supplies	115.00
CDW-G	Supplies	6,913.33
Cemgage Learning	Books	1,994.25
Centerpoint	Utilities	1,937.17
Central Nebraska Rehabilitation Services	Pupil Services	189.00
City of Seward Utility Dept	Utilities	29,500.32
City of Seward	Maintenance	679.47
Committee for Children	Supplies	459.00
Company Care	Transportation	60.00
Concordia University	Training	99.00
Cornhusker International Trucks, Inc	Transportation	107.86
Culligan	Maintenance	35.00
Curriculum Associates	Books	1,777.55
DAS State Accounting	Distance Learning	229.49
Dietz Music	Supplies	229.48
Directions EAP, LLC	Services	4,160.00

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 12, 2019**

Discount School Suppl	Supplies	197.82
Dominy, Matt	Mileage	235.55
Doug Bush Visual Designs	Supplies	300.00
ESU 5	Staff Dev.	30.00
ESU 6	ESU Expense	60,504.39
ESU 10	Periodicals	316.92
Egan Supply Co.	Supplies	346.06
Engineered Controls, Inc	Maintenance	1,014.08
Eric Armin Inc	Supplies	255.18
Evan-Moor	Supplies	120.91
Ewell Educational Services	Software	450.00
Farmers Cooperative	Maintenance	664.89
Flaghouse	Supplies	1,593.06
Flinn Scientific Inc	Supplies	160.25
Follett	Supplies	422.40
Frisbie, Dan	Transportation	92.52
General Fire & Safety	Maintenance/Transportation	498.50
Gerhold Concrete Company	Maintenance	40.00
Godfather's Pizza	Brd Exp	52.97
Gold Medal	Maintenance	149.14
Gopher	Supplies	1,622.20
Glass Doctor	Transportation	783.35
Grainger	Maintenance	88.85
hand @ mind	Supplies	133.02
Heaston, Jennifer	Other	170.00
Hillyard	Maintenance	4,488.80
Home Depot	Maintenance	171.49
Insect Lore	Supplies	99.47
Interstate All Battery Center	Maintenance	381.60
JAMF Software	Software	3,704.00
Kaplan Early Learning Company	Supplies	42.49
Kleen Slate	Supplies	727.31
Lab-aids	Supplies	509.60
Lakeshore	Supplies	35.77
Learning Without Tears	Supplies	51.50
Lee's Refrigeration	Maintenance	479.22
Lieb, Nancy	Transportation	60.50
Madison National Life	LTD Insurance	2,502.72
Magic-Wrighter, Inc	Food Service	195.00
Make Music, Inc	Computer Technology	140.00
Matheson	Supplies	400.52
McGraw-Hill	Books	3,802.90
Meehl, Jan	Pupil Services	1,499.63
Menards	Maintenance	125.86
Midwest Auto Parts (NAPA)	Transportation	61.91
Midwest Bus Repair	Transportation	375.00
Nantkes, Jen	Pupil Services	729.07
National Art & School Supplies Inc	Supplies	3,280.41
NACIA	Dues & Fees	30.00

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 12, 2019**

NCS Pearson	AIMSWEB	130.00
Nebraska ASCD	Dues & Fees	40.00
Nebraska Council of School Admin	Dues & Fees	3,165.00
NCSA Region 1	Dues & Fees	125.00
Nebraska Department of Labor	Maintenance	240.00
Nebraska Rural Community Schools Assoc.	Dues & Fees	850.00
One Source	Admin. Exp	195.00
O'Reilly	Transportation	9.98
Pac N Save	Maintenance	420.15
Paper Tiger	Business Support	30.00
Pay Flex	Section 125	209.10
Pear Deck	Technology	3,000.00
Plains Equipment	Maintenance	4,787.00
Presto-X	Maintenance	178.00
Pro-Ed	Subscription	73.00
Reed Electric	Maintenance	1,630.72
Rising, Sarah	Supplies	19.99
SACK Lumber	Maintenance	201.55
Safety-kleen	Transportation	101.40
Scholastic	Periodicals	1,164.74
School District of Seward Board Revolving	Supplies	4,498.94
School Dist. Of Seward MS Activity Fund	Rebate	150.84
Seward County Independent	Advertising	1,417.08
Seward Lumber	Maintenance	176.20
Sherwin-Williams	Maintenance	324.13
Shiffler	Maintenance	163.17
Staples	Supplies	594.53
Storage & Design	Maintenance	58.00
Sumdog School Subscription	Supplies	360.00
TAESE/USU	PEAK Grant	875.00
Time Warner Cable	Phone	84.98
Truck Center Companies	Transportation	1,810.59
Uleman Enterprises Inc	Maintenance	505.00
US Cellular	Phone	150.00
Uline	Maintenance	431.31
Unite Private Networks	Distance Learning	1,401.04
Unum	Life Insurance	518.40
Uribe	Services	1,818.00
Verizon	Telephone	162.30
WaterLink, Inc	Maintenance	270.00
Watts Electric Company	Maintenance	2,192.87
Wells Fargo	Travel/Mileage	3,240.70
Windham Professionals	Garnishment	536.00
Windstream	Telephone	2,148.95
Wizy Inc	Software	590.00
TOTAL GENERAL FUND CLAIMS		1,288,492.41
TOTAL SPECIAL BULDING FUND CLAIMS		61,472.56
TOTAL UNEMPLOYEMENT CLAIMS		841.49

**SCHOOL DISTRICT OF SEWARD
PROPOSED SPECIAL BUILDING FUND CLAIMS
AUGUST 12, 2019**

LENZ CONSTRUCTION	HS SHED	12,642.56
H & S PLUMBING/HEATING	HS WEIGHT ROOM AC	10,775.00
NL DRIVEWAY MAINTENANCE	HS PARKING LOT	15,068.00
FLOORS INC	HS CARPET	22,987.00

TOTAL 61,472.56

**SCHOOL DISTRICT OF SEWARD
PROPOSED UNEMPLOYMENT FUND CLAIMS
AUGUST 12, 2019**

NEBRASKA UC FUND	UNEMPLOYMENT	841.49
	TOTAL	<u>841.49</u>