

Knowledge and Skills	Activities/Outcomes	Assessments
<i>Quarter 1</i>		
<p>PERFORM</p> <p>Standard 1 Students will perform movement forms/movement patterns.</p> <p>Standard 2 Student will understand movement concepts and principles.</p> <p>Standard 5 Student will use personal and social responsibility.</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>
<p>Standard 1</p> <p>Rules, safety and procedures</p>	<p>Introductory Activities</p> <ul style="list-style-type: none"> • Ice Breakers/ Bell Ringers • Low Organized Games <p>Follow course syllabus</p> <p>Follows rules and procedures (e.g., classroom and gymnasium/locker rooms rules) with reinforcements.</p> <p>Utilizes equipment and space safely and properly (e.g., takes turns using equipment, putting equipment away when not in use).</p> <p>Practices emergency drills. (Fire, Lock Down, Tornado, Earthquake)</p>	<p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Teacher observation <p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Understanding safety skills • Following simple directions • Learn classroom rules • Knows how to cooperate in groups • Interacts with peers • Respect differences • Interacts with everybody • Differentiates emotions • Cooperates and share <p>Complete a Pre test for first responder knowledge/safety and for skills.</p>
<p>Standard 3</p>	<p>Introduction and demonstrate the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced</p>	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment

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	<p>medical help arrives.</p>	<ul style="list-style-type: none"> • Authentic/assessment • Rubric <p>Know and/or demonstrate an understanding of the steps of CPR:</p> <ol style="list-style-type: none"> 1. Check the victim for unresponsiveness by shouting and shaking him/her. If there is no response, Call 911 and return to the victim. In most locations the emergency dispatcher can assist you with CPR instructions. Pulse Location - Carotid artery (neck) 2. Circulation If the victim is still not breathing normally, coughing or moving, begin chest compressions. Push down with 2 hands 2 inches 30 times right between the nipples. Pump at the rate of 100/minute, faster than once per second. 3. Airways Tilt the head back and listen for breathing. <p>Breathing If not breathing normally, pinch nose and cover the mouth with yours and blow until you see the chest rise. Give 2 breaths. Each breath should take 1 second.</p>
<p>COGNITIVE Standard 1 Students will perform movement forms/movement patterns. Standard 2 Student will understand movement concepts and principles Standard 5 Student will use personal and social responsibility</p>	<p>Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.</p>	<p>When necessary, assessments can be modified to accommodate students with special needs.</p>

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<p>Standard 2</p>	<p>Identify and/or demonstrate the following requirements for First Aid, CPR and AED Certification:</p> <ul style="list-style-type: none"> • Recognizing the need to initiate CPR, • Performing high-quality chest compressions with minimal interruptions, • Practice skills on an appropriate surrogate, • Provide AED Awareness or AED Skills Training • Provide awareness of the purpose of an AED and the ease and safety of using it. 	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
<p>Standard 5</p>	<p>Identify and demonstrate how to recognize and assist in the following emergency situations:</p> <ol style="list-style-type: none"> 1. Breathing problems 2. Signs of choking 3. Victim of choking for but can speak or make a sound 4. Victim who is choking and can't speak or made a sound 5. Signs of a bad allergic reaction 	<p>Pre and Post instructional skill assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
<p>Standard 2</p>	<p>Identify and demonstrate the first aid actions required for the following medical emergencies:</p> <p>Heart attack symptoms Fainting Diabetes and Low Blood Sugar Stroke Seizure</p>	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric <p>Know and/or demonstrate an understanding of:</p> <p>Cardiorespiratory Endurance Muscular Strength & Endurance Flexibility Body Composition</p>

		Goal Setting FITT Fitness Plan
AFFECTIVE Standard 5 Student will demonstrate personal and social responsibility Standard 6 Student will value physical activity	Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.	When necessary, assessments can be modified to accommodate students with special needs.
Standard 5	Identify and describe your responsibility and possible risk when administering First Aid, CPR and or AED.	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
Standard 6	Identify and describe where to find a list of items in the First Aid Kit.	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
CONNECT		
2.1 Compose oral, written and visual presentations that inform, persuade, & express personal ideas.		
<i>QUARTER 2</i>		
PERFORM Standard 1 Student will perform movement/forms and movement patterns Standard 2 Student will understand movement concepts and principles	Teachers have the autonomy to adjust and supplement the content listed in order to accommodate the needs of their students.	When necessary, assessments can be modified to accommodate students with special needs.

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<p>Standard 3 Student will participate in regular physical activity Standard 4 Student will achieve and maintain physical fitness</p>		
<p>Standard 1 Rules, safety and procedures</p>	<p>Introductory Activities</p> <ul style="list-style-type: none"> • Ice Breakers/ Bell Ringers • Low Organized Games <p>Follow course syllabus</p> <p>Follows rules and procedures (e.g., classroom, pool and gymnasium/locker rooms rules) with reinforcements.</p> <p>Utilizes equipment and space safely and properly (e.g., takes turns using equipment, putting equipment away when not in use).</p> <p>Practices emergency drills. (Fire, Lock Down, Tornado, Earthquake)</p>	<p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Teacher observation <p>Demonstrate the following rules and/or procedure constantly:</p> <ul style="list-style-type: none"> • Understanding safety skills • Following simple directions • Learn classroom rules • Knows how to cooperate in groups • Interacts with peers • Respect differences • Interacts with everybody • Differentiates emotions • Cooperates and share <p>Complete a Pre test for first responders' knowledge/safety and for skills.</p>
<p>Standard 3</p>	<p>Identify and demonstrate the first aid actions required for the following Fitness and Sports Activities:</p> <p>Sprain Strains Concussions Torn Ligaments Torn Cartilage Tendonitis Bruised muscle Fractures Dislocations Breaks</p>	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric

	Shin Splints	
Standard 2	Identify and/or demonstrate the taping of multiple appropriate injuries by using the White, McConnell and Kinesio taping procedures.	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric <p>Know and/or demonstrate an understanding to apply basic taping methods: Ankle, foot</p> <ul style="list-style-type: none"> • Basket weave • Ankle stirrup • Figure-six, figure -8 • Heal lock
Standard 2	<p>Demonstrate using the PRICE Theory for various mock injuries:</p> <ul style="list-style-type: none"> • Protection • Rest • Ice • Compression • Elevation 	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric <p>Know and/or demonstrate an understanding of the steps of PRICE:</p> <ol style="list-style-type: none"> 1. "Protect" Bandage, tape, wrap or strap to keep the limb, body part free from unnecessary movement 2. Rest. <ul style="list-style-type: none"> • When there is an injury, small blood vessels at the injury site rupture and cause tissue bleeding, which, in turn, causes bruising and swelling.

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		<ul style="list-style-type: none"> • Stop exercising immediately because moving forces more blood into the damaged area and cause further injury to the tissue. <p>3. Ice.</p> <ul style="list-style-type: none"> • Apply ice continuously for the first 15 minutes to decrease swelling and pain. • Ice can be re-applied for 15 minutes after approximately 30 minutes, or until the superficial skin and soft tissue is of equal temperature to the uninjured side. • Icing too early could cause the superficial skin to freeze, result in nerve damage, or skin irritation or blistering. • Always place a barrier, such as paper towel, washcloth, or ice bag, between the ice and skin. • ! Remember: ice is the best anti-inflammatory around; <p>4. Compression.</p> <ul style="list-style-type: none"> • To prevent swelling, wrap the injured area with an elastic ("ace") bandage or compression sleeve to assist in re-absorption of cellular waste and bleeding. • A wrap should always be applied distally to proximally (e.g. ankle-toes to shin, wrist-fingers to forearm). • The tightest part of the wrap should be at the distal end and the lightest part should be at the proximal end to assist in the fluid being pushed toward the midline of the body for quicker absorption. • Wrapping the wrong way could cause a
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		tourniquet-like effect (e.g. cut off circulation, such as turning the fingers or toes blue) and cause further pain and damage.
<p>COGNITIVE</p> <p>Standard 1 Student will perform movement/forms and movement patterns</p> <p>Standard 2 Student will understand movement concepts and principles</p> <p>Standard 3 Student will participate in regular physical activity</p> <p>Standard 4 Student will achieve and maintain physical fitness</p>	Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.	When necessary, assessments can be modified to accommodate students with special needs.
Standard 2	Identify and describe your responsibility and possible risk when administering PRICE on an injured person.	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
Standard 3	Identify and describe why would it be important to know PRICE while attending sporting events like a 5k run.	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
<p>AFFECTIVE</p> <p>Standard 5 Student will demonstrate personal and social responsibility</p> <p>Standard 6 Student will value physical activity</p>	Teachers have the autonomy to adjust and supplement the content listed in order to suit the needs of their students.	When necessary, assessments will need to be modified to fit students with exceptionality.

Standard 5	Identify and describe the consequences from returning from an injury too soon.	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
Standard 4	Identify and describe why rest is so important for recovering from an injury.	<ul style="list-style-type: none"> • Teacher observation • Teacher check list • Peer assessment • Authentic/assessment • Rubric
CONNECT		