

East Hartford Public Schools
Health and Physical Education Program K-12



Academic Guide for Families
2023-2024

Supervisor of Health and Physical Education: TRACY A. STEFANO
Stefano.ta@easthartford.org

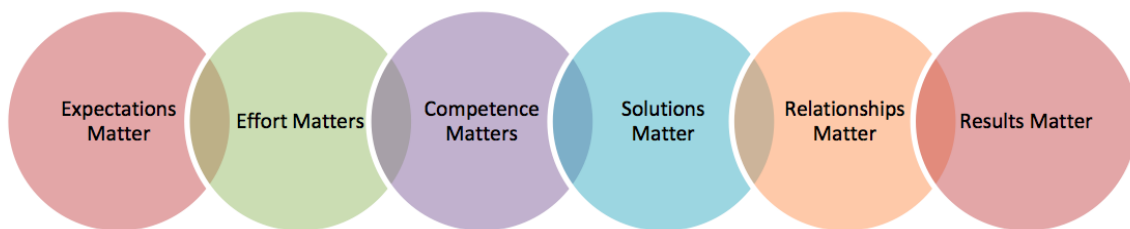
Table of Contents

Preface & Overview	3
Vision & Scope of Services	4
Elementary School Programs	5
Middle School Program	7
High School Program	9
Supporting Your Child in Health and Physical Education	12
Health and Physical Education Websites and Resources	13



East Hartford Public Schools

Schools that are the Pride of our Community



PREFACE

The purpose of this document is to serve as a guide for health and physical education for the families and students of East Hartford Public Schools. The guide contains an overview of the program, student learning activities and expectations, and additional information that outlines the importance of wellness in a child's education. It is a tool for students, educators, and families to understand the program offerings and the positive impact that it can have on a child's life. Through taking a proactive approach in effectively promoting and advocating for health and physical education in East Hartford Public Schools, it is our goal to ensure that each child is consistently learning in a safe and positive instructional environment so that they will develop lifelong skills for a healthy lifestyle.

OVERVIEW

East Hartford Public Schools prides itself on providing all students with a well-rounded, high-quality educational experience. The Health and Physical Education Department has worked hard to establish respectful learning environments throughout the district that are inclusive, safe, and student centered. Students are given a variety of activities and instructional tasks that promote teamwork, collaboration and creativity. Other experiences are provided to further develop individual communication and social skills. Students are also encouraged to challenge themselves and take a more active role in their learning and use critical thinking skills to problem solve, advocate, and promote healthy lifestyles.

The Health and Physical Education Department has developed a sequential program that consists of classes in health and physical education. Our physical education classes expose students to a variety of physical activities that foster and nurture growth in all areas of development, improve personal fitness, and promote fair play and cooperation. Health classes are designed to develop students' abilities to think critically, communicate and work collaboratively with peers, analyze situations and behaviors and to advocate and make informed decisions related to health issues. Classroom instruction includes the application of knowledge and skills designed to improve and maintain the health of the student. The curriculum is aligned with Connecticut State and National Health and Physical Education Standards as well as the Common Core State Standards.

The goal of our K-12 health and physical education program is to provide a comprehensive educational experience that will develop physical and health literacy in all of our students. We look forward to providing high quality health and physical education lessons to ***every child, every day.***



VISION

HEALTHY MINDS. HEALTHY BODIES. HEALTHY LEARNERS.

MISSION

To deliver a high quality, health enhancing learning experience for *every child, every day.*

SCOPE OF SERVICES

A quality health and physical education program plays a vital role in a student's overall development. Our program aims to provide East Hartford students with learning opportunities that will help them develop communication, self-management, goal setting, decision making and advocacy skills that will give them knowledge and a foundation to lead a healthy lifestyle. The curriculum is taught using a standards and skills-based approach that is age-appropriate and medically accurate. The health and physical education program utilizes authentic assessments and meaningful learning experiences to facilitate growth and achievement in a student's social, emotional, intellectual and physical development. This approach ensures success in a multitude of educational experiences and disciplines.

Elementary (K-5): The elementary physical education program is designed to provide students with instructional experiences and tasks that foster the development of the knowledge and skills necessary to participate in a variety of physical activities and sports. The health education program is a skills-based, student-centered curriculum that follows CDC guidelines and aligns with Connecticut State and National Health Standards. The skills and knowledge that are taught in our elementary program are reinforced and built upon as children progress through their K-12 education. The program emphasizes character education and effective communication skills in both physical education and health classes. Health lessons satisfy all state mandates in regards to bullying, substance abuse and human growth and development. Each student in grades K-5 will receive approximately 6-8 health lessons throughout the school year.

Middle School (6-8): The middle school health and physical education program places an emphasis on developing the students' ability to self-manage, communicate and think critically, creatively, and reflectively through physical activity and other health related tasks and assignments. New strategies and learning experiences that provide opportunities for students' active participation are always explored. Our program is enhanced by after school activities provided through clubs, interscholastic, intramural, the YMCA, and the town's parks and recreation programming.

High School (9-12): The high school health and physical education program places an emphasis on further developing the students' ability to self-manage, communicate, access valid health information, analyze influences on decisions and behaviors and to advocate for oneself and others. Students are provided with learning opportunities and experiences, both in physical education and health classes, which give them knowledge about how to set goals and make positive, healthy decisions. Our program is also enhanced by after school activities provided through clubs, interscholastic, intramural, and the town's parks and recreation programming. Students must complete one semester of health and physical education per year for a total of two (2) credits in order to graduate.

Elementary School Programs

WHAT YOUR CHILD WILL LEARN IN ELEMENTARY HEALTH AND PHYSICAL EDUCATION:

In elementary physical education, students participate in a wide variety of physical activities and experiences that prompt student understanding, application, and assessment of individual performance. Learning experiences focus on motor skill development, concepts and strategies, engagement in activity, fitness, and responsible behavior. Student activities are articulated in the chart below.

K 2 PHYSICAL EDUCATION	3 5 PHYSICAL EDUCATION
CORE UNITS OF STUDY	CORE UNITS OF STUDY
Physical Education Grades K-2 <ul style="list-style-type: none"> ❖ Locomotor and manipulatives ❖ Foot skills ❖ Ball handling and dribbling ❖ Implements and striking (short and long) ❖ Rhythm, tumbling and dance ❖ Parachute and field day games 	Physical Education Grades 3-5 <ul style="list-style-type: none"> ❖ Fitness Activities #1 ❖ Invasion and cooperative games ❖ Foot skills ❖ Ball handling & dribbling ❖ Implements and striking (long and short) ❖ Fitness Activities #2

PROGRAM ASSESSMENT:

STUDENT PERFORMANCE

The health and physical education department recognizes that each student is unique and learns at various speeds throughout his/her/they/them educational experience. To that end, teachers assess performance in health and physical education using a standards-based approach in which students are provided with multiple opportunities to learn and grow at their own pace. This process promotes inclusive, safe, healthy, and engaging learning experiences so that students are celebrated for successes and challenged with high expectations for achievement in a health and physical activity setting.

Students in grades K-5 will also be assessed on developmental and age appropriate movement and concept skills. These assessments will be administered 3 times per year to monitor progress and development.

FITNESS TESTING

The Connecticut Physical Fitness Assessment (CPFA) is the standardized physical fitness test that is required to be administered to all Connecticut students in grades 4, 6, 8, 10. The CPFA is included in Connecticut's Next Generation Accountability System and school and district results are submitted to the Connecticut State Department of Education. Data from this assessment serves as a resource for program assessment, development, and enhancement.

OUR ELEMENTARY TEAM:

The elementary school Health and Physical Education Staff consists of high quality educators that are experts in the health and physical education field. They are committed to providing learning experiences to assist students in making responsible choices associated with living a healthy, well-rounded lifestyle.

Bianco, Toby (Langford)

Brower, Dave (Woodland)

Christopher, Meghan (O'Brien)

Jalbert, Ryan (Goodwin)

Knapp, Leigha (Silver Lane)

Lawson, Chris (O'Connell)

Nadler, Bob (Woodland)

O'Connor, Carolyn (Norris)

Robinson, Julie (Pitkin)

Rohner, Doug (Mayberry)



Middle School Program

WHAT YOUR CHILD WILL LEARN IN MIDDLE SCHOOL HEALTH AND PHYSICAL EDUCATION:

In middle school physical education, students participate in a variety of physical activities and experiences that prompt student understanding, application, and assessment of individual performance. Learning experiences focus on the demonstration and application of developmentally mature forms of fundamental movement skills, concepts and strategies of how the body moves in various situations, engagement in vigorous activity, fitness planning, and responsible behavior. Student activities are articulated in the chart below.

In middle school health education, students will learn the following: core concepts needed to stay healthy, information about products and services for health, skills to avoid or reduce health risks, ways to communicate effectively, and the use of the decision-making and goal-setting processes to enhance health. Students engage in a variety of learning activities that promote understanding, support the development of writing and reading, and prompt critical thinking and problem-solving skills in order to demonstrate the understanding of healthy lifestyle choices.

MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM OVERVIEW			
Units	A Year Activities	B Year Activities	C Year Activities
Fitness Instruction	Cardiovascular Fitness	Muscle Strength & Endurance	Flexibility
Fitness Assessment	CPFA/Alternative Fitness Assessment	CPFA/Alternative Fitness Assessment	CPFA/Alternative Fitness Assessment
Net/Wall Games	Badminton	Pickleball	Tennis
Invasion Games	Handball/Netball/Football	Basketball/Hockey/Water Polo/Lacrosse	Speedball/Soccer/Hockey
Target/Striking Games	Bowling	Yard Games (Cornhole, Ladder Ball, etc.)	Frisbee Golf/Disc Golf
Movement Exploration	Rollerblading, Gymnastics, Swimming, Parkour	Adventure Ed (Cooperative Games, Rock Climbing, etc.)	Create-Your-Own Routine (Jump Rope, Dance, Cheerleading, Student Choice)

MIDDLE SCHOOL HEALTH EDUCATION CURRICULUM OVERVIEW

6th GRADE HEALTH CORE UNITS OF STUDY	7th GRADE HEALTH CORE UNITS OF STUDY	8th GRADE HEALTH CORE UNITS OF STUDY
<ul style="list-style-type: none"> ❖ Communication & Healthy Relationships ❖ Self-Management & Mental Health ❖ Analyzing Influences on Healthy Eating ❖ Decision Making & Injury and Safety Prevention 	<ul style="list-style-type: none"> ❖ Analyzing Influences & Social Media ❖ Accessing Information & Mental Health ❖ Communication & Healthy Relationships ❖ Advocating to Be Drug Free 	<ul style="list-style-type: none"> ❖ Analyzing Influences & Traditions/Celebrations ❖ Decision Making & Drug and Nicotine Use ❖ Accessing Information & Sexual Health ❖ Advocacy & Violence Prevention

PROGRAM ASSESSMENT:

STUDENT PERFORMANCE

The health and physical education department recognizes that each student is unique and learns at various speeds throughout his/her/they/them educational experience. To that end, teachers assess student performance in Physical Education using a standards-based approach in which students are provided with multiple opportunities to learn and grow at their own pace. Students are assessed in Health Education using a skills-based curriculum that aligns with district and school goals to improve overall performance in all disciplines.

FITNESS TESTING

The Connecticut Physical Fitness Assessment (CPFA) is the standardized physical fitness test that is required to be administered to all Connecticut students in grades 4, 6, 8, 10. The CPFA is included in Connecticut's Next Generation Accountability System and school and district results are submitted to the Connecticut State Department of Education. Data from this assessment serves as a resource for program assessment, development, and enhancement.

OUR MIDDLE SCHOOL TEAM:

The Health and Physical Education team consists of high quality educators that are experts in the health and physical education field. They are committed to providing learning experiences to assist students in making responsible choices associated with living a healthy, well-rounded lifestyle.

EHMS STAFF	SUNSET RIDGE STAFF	WOODLAND STAFF
Black, Marcie (Team Leader) Forrest, Eric Gibson, Ricardo Hurley, Sean Walton, Nykia	Charbonneau, Josh Winner, Bari	Brower, Dave Nadler, Bob

High School Program

WHAT YOUR CHILD WILL LEARN IN HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION:

In high school physical education, students are given the opportunity to choose from a variety of physical activities and experiences that prompt student understanding, application, and assessment of individual performance. Learning experiences focus on the demonstration and application of developmentally mature forms of fitness and sport skills, concepts and strategies of how and why the body moves in various situations, engagement in vigorous activity, and fitness planning and responsible behavior for success in society beyond their school years. Student activities are articulated in the chart below.

In high school health education, the goal is for students to be able to do the following: evaluate and apply core concepts needed to stay healthy, identify information about products and services that can support them, analyze social media, peers and other influencers to help avoid or reduce health risks, demonstrate appropriate communication in various settings, and use the decision-making and goal-setting processes to enhance health beyond their school years. Students engage in a variety of learning activities that promote individual understanding and application of essential health principles, support the development of writing and reading, and require critical thinking and problem-solving skills to identify the impact of health on an individual and society.

9th/10th GRADE PHYSICAL EDUCATION OVERVIEW		
Unit	A Year Activities	B Year Activities
Skill Improvement	Pickleball/Lacrosse/Volleyball/Floor Hockey	Tennis/Badminton/Basketball/Yard Games
Fitness Basics	Cardio Training,/Weight Training/Yoga/Fitness Testing	Cardio Training,/Weight Training/Yoga/Fitness Testing
Strategies & Team Dynamics	Flag Football/Ultimate Frisbee/Cooperative Games/Orienteering/Letterboxing	Soccer/Adventure ED/Handball/Omnikin Ball

11th/12th GRADE PHYSICAL EDUCATION OVERVIEW		
Unit	A Year Activities	B Year Activities
Lifetime Activities	Tennis/Golf/Yard Games/Badminton	Pickleball/Archery/Disc Golf/Ping Pong
Fitness for Life	Cardio Training/Weight Training/Yoga	Cardio Boxing/HIIT/Resistance Training/Orienteering
Applied Strategies & Team Dynamics	Flag Football/Volleyball/Speedball	Soccer/Basketball/Lacrosse

HIGH SCHOOL HEALTH EDUCATION CURRICULUM OVERVIEW

9th GRADE HEALTH CORE UNITS OF STUDY	10th GRADE HEALTH CORE UNITS OF STUDY	11th GRADE HEALTH CORE UNITS OF STUDY	12th GRADE HEALTH CORE UNITS OF STUDY
<ul style="list-style-type: none"> ❖ Self-Management & Social Media Use ❖ Analyzing Influences on ANOD Use ❖ Decision Making - Be Proud! Be Responsible! Sexual Health 	<ul style="list-style-type: none"> ❖ Self-Management Strategies to Cope with Stress, Anxiety and Depression ❖ Advocating to End Stigma - Mental Health ❖ Accessing Information to Prevent Pregnancy, STDs/HIV Infection 	<ul style="list-style-type: none"> ❖ Goal Setting – Personal Wellness ❖ Communication & Human Sexuality ❖ Decision Making & Healthy Relationships ❖ Self-Management & Drug and Nicotine Use 	<ul style="list-style-type: none"> ❖ Analyzing Influences & Nutrition ❖ Advocacy & Disease Prevention ❖ Self-Management & Drugs, Consent and Assault ❖ Decision making – First Aid and CPR

PROGRAM ASSESSMENT:

STUDENT PERFORMANCE

The health and physical education department recognizes that each student is unique and learns at various speeds throughout his/her educational experience. To that end, teachers assess student performance in Physical Education using a standards-based approach in which students are provided with multiple opportunities to learn and grow at their own pace. Students are assessed in Health Education using a skills-based curriculum that aligns with district and school goals to improve overall performance in all disciplines.

FITNESS TESTING

The Connecticut Physical Fitness Assessment (CPFA) is the standardized physical fitness test that is required to be administered to all Connecticut students in grades 4, 6, 8, 10. The CPFA is included in Connecticut’s Next Generation Accountability System and school and district results are submitted to the Connecticut State Department of Education. Data from this assessment serves as a resource for program assessment, development, and enhancement.

OUR HIGH SCHOOL TEAM:

The Health and Physical Education team consists of high quality educators that are experts in the health and wellness field. They are committed to providing learning experiences to assist students in making responsible choices associated with living a healthy, well-rounded lifestyle.

CIBA STAFF	EHHS STAFF	SYNERGY STAFF	WOODLAND STAFF
Bell, Derek	Annicelli, Dennis Bell, Ray Colossale, Joe Daly, Patti Ehrlich, Gianna Milton, Rick Mullady, Kristen Samuels, Melissa	Lawrence, Zach	Brower, Dave Nadler, Bob

SUPPORTING YOUR CHILD IN THE HEALTH AND PHYSICAL EDUCATION PROGRAM:

Helping your child learn healthy behaviors outside of school:

- ❖ Encourage your child to get outside and play and/or be active in a safe environment.
- ❖ Talk to your child about the importance of exercise, nutrition, and avoiding poor decisions and substances.
- ❖ Visit parks, fields, or any other place a child can plan or be active.
- ❖ Set an example of healthy behaviors for your child to follow each and every day!
- ❖ Play and be active with your child in their favorite physical activities.
- ❖ Discuss your child's fitness results and have a plan for your family to live healthy!
- ❖ Encourage your child to be active, join a club or team at school, and/or identify their favorite activities that get them moving!
- ❖ Talk to your child about current health topics that impact adolescents including: puberty, human growth, substance abuse, and making healthy decisions.
- ❖ Talk to your child about future goals and their impact on their overall physical, social, and emotional health.
- ❖ Visit museums, gyms, and community programs that promote healthy lifestyles.
- ❖ Take your child to a game, event, or site where sports, games, or fun activities are taking place that promote activity and allow you to spend quality time in a positive environment.
- ❖ Set an example of healthy behaviors for your child to follow each and every day!
- ❖ Play and take an active role with your child in their favorite physical activities or health topics.
- ❖ Talk to your child about their daily habits, relationships, and what is going on in their lives.

Reach out to your child's teacher. You are an important part of your child's education. Ask to see a sample of your child's work. Ask the teacher questions like:

- ❖ Is my child at the level where he/she should be at this point of the school year?
- ❖ Where is my child excelling? How can I support this?
- ❖ What do you think is giving my child the most trouble? How can I help my child improve in this area?
- ❖ What can I do at home to make sure that my child is living a healthy lifestyle?
- ❖ What can I do to help my child with his/her fitness and nutrition?
- ❖ How can I talk to my child about teen issues and changes?



HEALTH AND PHYSICAL EDUCATION WEBSITES AND RESOURCES:

Websites

[211 - Get Connected to Expert, Caring Help](#)

[Amaze – Healthy Relationships and Human Growth and Development](#)

[Centers for Disease Control- Kids and Teens](#)

[Centers for Disease Control- Physical Activity](#)

[East Hartford Parks & Recreation Department](#)

[Federal Drug Administration](#)

[Free Fitness and Nutrition Programs and Resources](#)

[GLSEN - LGBTQI+ Resources](#)

[Healthy Lifestyle Choices](#)

[Health Site for Kids, Teens, Parents, and Adults that has many resources](#)

[Healthy Tips for Children and Families](#)

[National Suicide Prevention Lifeline](#)

[Planned-Parenthood - Human Growth and Development](#)

[Substance Abuse and Mental Health Services Administration](#)

[Talking to Teens About Tobacco Use](#)

[U.S. Government Health and Safety](#)

[USDA Resource for Healthy Eating](#)

[Ways to Exercise as a Family](#)