



Bridgewater Academy Title 1 Parent Night - 12.9.25

AGENDA

- WELCOME! SIGN IN & REFRESHMENTS
- REVIEW OF WSSC MODEL & SC STATE STANDARDS
- BWA HEALTH & P.E. PROGRAM
- COACH SHERRY
- FITNESS BINGO – LET’S GET MOVING!!
- CLOSURE & EVALUATION

WSCC

- Whole School
- Whole Community
- Whole Child





1. Physical education and physical activity.
2. Nutrition environment and services.
3. Health education.
4. Social and emotional school climate.
5. Physical environment.
6. Health services.
7. Counseling, psychological and social services.
8. Employee wellness.
9. Community involvement.
10. Family engagement.



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<https://ed.sc.gov/instruction/standards/physical-education/standards/>



Academic Standards

The academic standards in this document describe what students should understand and be able to do. Each of the eight standards is demonstrated with performance indicators at each grade level. Standard 1 is the traditional content and knowledge standard, while Standards 2 through 8 have skill emphasis.

The academic standards set forth in this document were informed by and align to the National Health Academic Standards (NHES, 2007) and are as follows:

- “Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.”

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Kindergarten

Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of kindergarten. These performance indicators specify what students should know and be able to do by the end of kindergarten.

Performance Indicators

The student will

I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury.

I-K.2.2 Discuss ways to stay safe online.

N-K.2.1 Identify how family and friends influence **healthy food** choices.

P-K.2.1 Identify how the family influences personal health practices and behaviors.*

Grade 8

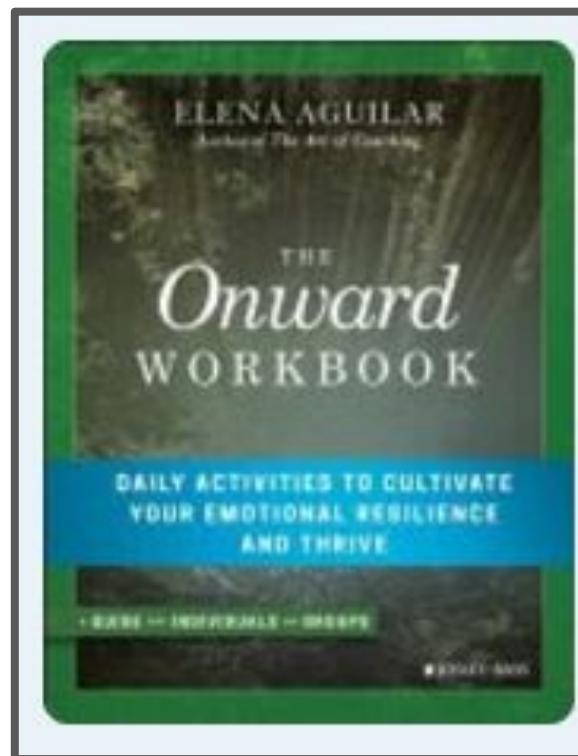
Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These performance indicators specify what students should know and be able to do by the end of grade eight.

Performance Indicators

The student will

- D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s **opioid** use, abuse and dependence.
- D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s **ATOD** use.
- G-8.2.1 Explain ways that culture and the media influence families and relationships.
- G-8.2.2 Discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior.
- I-8.2.1 Explain the effect of gangs on personal safety in the community.
- I-8.2.2 Discuss the risk factors, prevention, and support for someone who is involved in human trafficking.
- M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.
- M-8.2.2 Evaluate how external influences affect feelings of **depression**, as well as the risk of self-harm and suicide.
- M-8.2.3 Explain ways that the media influences an individual’s body image.
- N-8.2.1 Describe ways that personal economics and geographic location influence food choices and availability.
- N-8.2.2 Discuss the influence of the environment on a person’s physical activity.
- P-8.2.1 Discuss the ways that **social norms** influence healthy and unhealthy decisions and behaviors.





PHYSICAL EDUCATION



Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain).

The intent of this standard is the development of the motor skills needed to enjoy participation in a variety of physical activities. Fundamental motor skills and movement concepts provide a foundation for continued motor skill acquisition. This movement foundation gives students the capacity for successful and advanced levels of performance that furthers the likelihood of daily participation in physical activity. In the primary years, students develop maturity and versatility in the use of fundamental motor skills (e.g., jumping, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor skills, now having evolved into specialized skills (e.g., chest pass, penalty kick, jump shot, lob, clear), are used in increasingly complex and dynamic environments throughout the middle school years. As high school students develop competence and confidence, activities are selected for regular participation within which more advanced skills are mastered. While moving into adulthood, students acquire the skills to enjoy a lifetime of physical activity.

Standard 2

The physically literate individual demonstrates knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Cognitive Domain)

The intent of this standard is for students to gain knowledge related to motor skill-acquisition and performance. This knowledge enhances students' abilities to apply concepts from disciplines such as motor learning and development, biomechanics and exercise physiology, and sport psychology and sociology. For example, this includes increasing force production through the summation of forces, understanding the principle of specificity of training, and knowing the effects of anxiety on performance. Knowledge of these concepts and principles, and how to apply them, enhances the likelihood of independent learning. In the elementary grades, emphasis is placed on establishing a movement vocabulary and applying introductory concepts. In the middle school years, students apply motor skills and concepts in varying and dynamic environments. Students have the opportunity to become more sophisticated game players due to the emphasis on tactics and strategies. In high school, students analyze motor skill performance and apply previously learned information to the acquisition of new motor skills. Students can also design and implement a personal fitness plan based on collected health-related fitness data.

Standard 3

The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

The intent of this standard is for students to develop the ability to sustain moderate to vigorous activity levels through regular participation in meaningful physical activity.

Standard 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)

The intent of this standard is the achievement of self-regulated behaviors that promote personal and group success in a physically active environment. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Students develop respect for individual similarities and differences through positive interaction among participants in physical activity settings. In the elementary grades, students learn to work independently and cooperatively with others, apply classroom and activity specific rules, and take responsibility and participate willingly in physical activities. In middle school, the focus is on the ability to cooperate and work with others to accomplish group goals in both cooperative and competitive settings. High school students demonstrate leadership by initiating responsible behavior that has a positive influence on others. Students begin to become more self-directed and recognize the value of making physical activity a part of their lifestyles.

Standard 5

The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction. (Affective Domain)

The intent of this standard is the development of an awareness of the benefits that result from being physically active. Physical activity provides opportunities for self-expression and social interaction. Participation in physical activities can be fun, enjoyable, challenging, and health enhancing. These benefits develop self-confidence and promote a positive self-image. Elementary students learn that regular participation and practice contribute to successful performance that leads to increased enjoyment. In middle school, students gain an awareness of the benefits provided from specific activities. Students seek and explore physical activities that facilitate personal growth, challenge, enjoyment and/or interaction with peers. Participation at the high school level continues to provide personal growth, challenge, enjoyment and opportunities for social interaction. Benefits gained from participation in physical activities promote the pursuit of life-long activities that meet an individual's needs.

2021 Elementary Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Performance Goal:	The student should gain the ability to demonstrate refined fundamental patterns; perform variations and combinations of motor skills; and to apply basic offensive and defensive strategies in increasingly dynamic and complex environments. The student should learn to apply specialized skills that are basic to a movement form.		
SC Profile of a Graduate:	Knowing how to learn, work ethic, self-direction, collaboration, and teamwork		
Locomotor Skills	Novice	Intermediate	Advanced
1.1 Locomotor I can...	E.N.1.1.A: Travel with control forward and sideways by identifying a variety of locomotor skills (walk, run, jump, hop, gallop, slide, skip, leap) in general space while avoiding contact with others.	E.I.1.1.A: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills. Example: walking to running, galloping to skipping.	E.A.1.1.A: Demonstrate mature form in all locomotor skills while combining manipulative skills in simple environments. Example: dribbling a soccer ball while running.
	E.N.1.1.B: Demonstrate mature form in most locomotor skills (walking, running, jumping, hopping, galloping, sliding, skipping, leaping) and changing directions in response to a signal or obstacle.	E.I.1.1.B: Demonstrate mature form in all locomotor skills while using smooth transitions between combinations of all locomotor skills in a variety of directions and environments. Example: performing a locomotor sequence.	E.A.1.1.B: Demonstrate mature form in all locomotor skills while combining manipulative skills in modified game play. Example: dribbling a soccer ball while running with a defensive player.
	Standard 1 Adapted Physical Education Suggestions: Support Level 1: Shorten distance, peer assistance, floor markings or other visual cueing to assist in rhythm, music or directional change, verbal cueing of skill elements (e.g. slide - step, together, step). Auditory cues (e.g. metronome). Visual cueing to assist with skill elements (e.g. stickers placed on preferred/non-preferred foot/hand for opposition with throwing, kicking, etc.). Support Level 2: Physical assistance (e.g. holding a hand) to support balance, form, and direction, paraprofessional or teacher assistance, floor markings or other visual cueing to assist in directional change, verbal cueing of skill elements (e.g. slide - step, together, step). Visual cueing to assist in rhythm, music, or directional change, auditory cues (e.g. metronome).		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels

2021 Middle Level Standard 1

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
Performance Goal	The student should apply tactics and strategies to modified game play and use specialized forms of basic manipulative and locomotor skills in increasingly complex settings. The student should demonstrate basic skills of invasion games, dance and rhythmic activities, target and net/wall games, striking/fielding games, outdoor pursuits, and aquatics.		
SC Profile of the Graduate:	Knowing how to learn, work ethic, media and technology		
Invasion Games	Novice	Intermediate	Advanced
1.1 Invasion Games	MS.N.1.1: Demonstrate the basic skills and tactics used during an invasion game individually and with a partner.	MS.I.1.1: Apply the basic skills and tactics used during an invasion game in a numbers-up modified game. Example: performing a pass to an open player in a 3 v 2 soccer station.	MS.A.1.1: Execute the basic skills and tactics used during an invasion game in a modified game. Example: delivering a lead pass with accuracy in a 5 v 5 floor hockey game.
I can...	Standard 1: Adapted Physical Education Support Suggestions Support Level 1: Shorten distance, peer assistance, floor markings or other visual cueing to assist in rhythm, music or directional change, verbal cueing of skill elements (slide - step, together, step). Auditory cues (metronome). Visual cueing to assist with skill elements (stickers placed on preferred/non-preferred foot/hand for opposition with throwing, kicking, etc.). Support Level 2: Physical assistance (holding a hand) to support balance, form, and direction, paraprofessional or teacher assistance, floor markings or other visual cueing to assist in directional change, verbal cueing of skill elements (slide - step, together, step). Auditory cues (metronome). Peer assistance, smaller groups, jersey for designated team, floor markings, more space allowed, more time.		
	Novice Support Levels	Intermediate Support Levels	Advanced Support Levels
	MS.N.1.1. SL1: Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with prompting (physical, visual, or verbal).	MS.I.1.1. SL1: Apply some of the basic skills and tactics used during an invasion game in a numbers-up modified game with prompting (physical, visual, or verbal).	MS.A.1.1. SL1: Execute some of the basic skills and tactics used during an invasion game in a modified game with prompting (physical, visual, or verbal).
	MS.N.1.1. SL2: Demonstrate some of the basic skills and tactics used during an invasion game individually and with a partner with assistance (physical, visual, or verbal).	MS.I.1.1. SL2: Apply some of the basic skills and tactics used during an invasion game in a numbers-up modified game with assistance (physical, visual, or verbal).	MS.A.1.1. SL2: Execute some of the basic skills and tactics used during an invasion game in a



Coach Sherry



LET'S GET MOVING!



<https://www.gonoodle.com/>

THANK YOU
FOR COMING

