

North Caldwell School District

Physical Education - Health Curriculum

Kindergarten — Sixth Grades

Updated and aligned NJ SLS

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West Essex Sending Districts

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PHILOSOPHY

The health and physical education programs foster the development of healthy bodies and help to establish the formation of social; emotional; physical and mental well being in our students. The district is committed to teaching children that physical activity; diet and exercise can be fun and can enhance healthy lifetime activity patterns. Research has shown that daily participation in physical activity allows for the development of health and fitness, improves mental and physical growth, releases tension, gives students more self-confidence to improve focus in other subject areas and develops interests that carry over into a happier and healthier lifestyle. Research further reveals a positive correlation between physical activity and academic success. Students who are given the chance to engage in physical activity during the school day work more efficiently and accomplish more than students who are denied the opportunity for movement activity.

The achievement of the objectives of the comprehensive health and physical education program will not only enhance each student's life, but will also result in a healthier population. Student's knowledge of the importance of daily physical activity will help them understand how such activity combats health risks such as obesity and heart disease. The school environment can profoundly influence a student's attitude, preferences, and behaviors.

Traditional content areas interwoven with the New Jersey Core Student Learning Standards for Comprehensive Health and Physical Education include community health; wellness; consumer health; environmental health; family life; intellectual and emotional health; injury prevention and safety; nutrition; personal health; interpersonal and life skills; prevention and control of disease; substance use and abuse; movement concepts and skills and fitness concepts and skills. Our program as a whole aims to do the following:

- a.) Focus on the student, and focus on being success- oriented, creative, healthy, flexible, and most of all, fun and interesting to the students;
- b.) Use progressive teaching, beginning with basic skills, and working up to the mastery of a task;
- c.) Understand and appreciate a meaningful and purposeful relationship with self, others and the environment;
- d.) Develop and refine motor skills, enabling participation in a wide variety of physical activities in the pursuit of a healthy active lifestyle;
- e.) Encourage a movement education approach, enhance the time designated to a task, and give students the ability to be involved and active;
- f.) Enable students to improve individually to their own movement level, as well as differentiate instruction;
- g.) Help develop a personal commitment to daily physical activity and positive movement behavior and;
- h.) Foster good sportsmanship, positive effort, and acceptable conduct at all times. In terms of sportsmanship, the emphasis is not on winning or losing, but rather on how the group

performed, and how well the team worked together to achieve the goal. In short, self- and team-improvement is the focus, not winning or losing. These affective behaviors are essential to the success of any program.

With the commitment of time; personnel; facilities and resources and with the collaboration of activities and with the community partners and support services, the North Caldwell School District will assist in the development of healthy, contributing, well-educated and productive citizens. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21st Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, sexual orientation, gender identity, national origin or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

NEW JERSEY STUDENT LEARNING STANDARDS FOR COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health Literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

INTENT AND SPIRIT OF THE COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION STANDARDS

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical

education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

REVISED STANDARDS

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21st century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate *New Jersey Legislative Statutes* related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014:

Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness. The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week. Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- 1.) Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- 2.) Fully address myths and misunderstandings regarding organ and tissue donation.
- 3.) Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- 4.) Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination,

HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

CURRICULUM AND OBJECTIVES

A sequential and developmentally appropriate elementary Physical Education program has been affirmed to substantially improve personal health and the quality of life with carry-over to adulthood. This course of study develops and refines foundational skills to provide students with the knowledge, skills and attitudes necessary to lead a healthy life. The curriculum is reflective of a developmental movement approach preparing students for the middle school years. The curriculum capitalizes on integration, collaboration and interdisciplinary instruction. The elementary school curriculum has the ability to make connections with other disciplines educating the “whole” child through movement experiences.

The curriculum reflects standards directly correlating to the New Jersey Student Learning Standards as well as authentic assessment techniques, which address what students know and should be able to perform. This revised curriculum balances health-related fitness, motor skills, content knowledge, and personal and social development activities. As students participate in a quality Physical Education curriculum, they develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live active, healthy lifestyles. This premise runs through the Pre-K-6 curriculum.

The National Association for Sport and Physical Activity defines the physically educated person as one whom (Frankel, et. al, 1992):

- has learned skills necessary to perform a variety of physical activities.
- is physically fit.
- does participate regularly in Physical Education.
- knows the implications of and the benefits from involvement in physical activities.
- values physical activity and its contributions to a healthful lifestyle.

Students in grades PreK-6 currently receive Physical Education twice a week for thirty minutes-Forty minutes each class. This revision is aligned with the revised 2014 New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

(Partnership for 21st Century Skills, 2009)

PHYSICAL EDUCATION CURRICULUM

Physical Education: PREKINDERGARTEN

Throughout the course of the year, the following content and skills will be mastered.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	Provide a foundation for participation in physical education	<ul style="list-style-type: none"> · Gross motor skills · Spatial and coordination skills 	<ul style="list-style-type: none"> · Hopping, running, galloping, jumping, marching · Throw and catch balls and Frisbees · Twirl a hula-hoop about the hips · Walk a balance beam

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.6.A.	Ongoing	Provide a foundation for participation in physical education	<ul style="list-style-type: none"> · Gross motor skills 	<ul style="list-style-type: none"> · Hopping, running, galloping, jumping, marching

Physical Education: KINDERGARTEN

Throughout the course of the year, the following content and skills will be introduced.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	Provide the foundation for participation in games, sports, dance, and recreational activities	<ul style="list-style-type: none"> · Explain and perform movement skills · Demonstrate changes in time, force, and flow while moving at different <ul style="list-style-type: none"> o levels o directions o ranges o pathways · Respond in movement to changes in tempo, beat, rhythm, or music style · Correct movement errors 	<ul style="list-style-type: none"> · Chasing, fleeing, dodging, tagging · Jumping and landing · Bounce and catch balls · Strike a ball of selected sizes off a tee or cone · Strike objects of varying sizes and weights on the ground with a long-handled instrument
2.5.B.	Ongoing	Effective communication and other interactions between team members	<ul style="list-style-type: none"> · Differentiate when to use competitive and cooperative strategies · Explain the difference between offense and defense 	<ul style="list-style-type: none"> · Working in a team to achieve goals
2.5.C.	Ongoing	Practicing appropriate and safe behaviors	<ul style="list-style-type: none"> · Explain good sportsmanship · Demonstrate appropriate 	<ul style="list-style-type: none"> · Working in a team to achieve goals

			behaviors and safety rules	
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2.6 *Fitness*: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.6.A.	Ongoing	Physical Activity enhances personal health	<ul style="list-style-type: none"> · Explain the meaning of being physically fit · Develop a fitness goal and monitor progress towards achievement 	<ul style="list-style-type: none"> · Activities that promote fitness · Identify sweating, increased heart rate, and heavy breathing as signs of physical activity

Physical Education: GRADE 1

Throughout the course of the year, the following content and skills will be reinforced.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	Provide the foundation for participation in games, sports, dance, and recreational activities	<ul style="list-style-type: none"> · Explain and perform movement skills · Demonstrate changes in time, force, and flow while moving at different <ul style="list-style-type: none"> o levels o directions o ranges o pathways · Respond in movement to changes in tempo, beat, rhythm, or music style · Correct movement errors 	<ul style="list-style-type: none"> · Walk, gallop, run, hop, jump, skip, side-slide to music · Foot and hand dribble · Attempt to shoot a basketball goal · Perform a volley · Strike a ball of selected sizes off a tee or cone · Strike objects of varying sizes and weights on the ground with a long-handled instrument
2.5.B.	Ongoing	Effective communication and other interactions between team members	<ul style="list-style-type: none"> · Differentiate when to use competitive and cooperative strategies · Explain the difference between offense and defense 	<ul style="list-style-type: none"> · Working in a team to achieve goals
2.5.C.	Ongoing	Practicing appropriate and safe behaviors	<ul style="list-style-type: none"> · Explain good sportsmanship · Demonstrate appropriate behaviors and safety rules 	<ul style="list-style-type: none"> · Working in a team to achieve goals

2.6 *Fitness*: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.6.A.	Ongoing	Physical Activity enhances personal health	<ul style="list-style-type: none"> · Explain the meaning of being physically fit · Develop a fitness goal and monitor progress towards achievement 	<ul style="list-style-type: none"> · Activities that promote fitness · Identify sweating, increased heart rate, and heavy breathing as signs of physical activity

Physical Education: GRADE 2

Throughout the course of the year, the following content and skills will be mastered.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	Provide the foundation for participation in games, sports, dance, and recreational activities	<ul style="list-style-type: none"> · Explain and perform movement skills · Demonstrate changes in time, force, and flow while moving at different <ul style="list-style-type: none"> o levels o directions o ranges o pathways · Respond in movement to changes in tempo, beat, rhythm, or music style · Correct movement errors 	<ul style="list-style-type: none"> · Overhand and underhand throwing · Balance in various directions · Walk, gallop, run, hop, jump, skip, side-slide to music · Foot and hand dribble · Attempt to shoot a basketball goal · Perform a volley · Strike a ball of selected sizes off a tee or cone · Strike objects of varying sizes and weights on the ground with a long-handled instrument
2.5.B.	Ongoing	Effective communication and other interactions between team members	<ul style="list-style-type: none"> · Differentiate when to use competitive and cooperative strategies · Explain the difference between offense and defense 	<ul style="list-style-type: none"> · Working in a team to achieve goals

2.5.C.	Ongoing	Practicing appropriate and safe behaviors	<ul style="list-style-type: none"> · Explain good sportsmanship · Demonstrate appropriate behaviors and safety rules 	<ul style="list-style-type: none"> · Working in a team to achieve goals
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2.6 *Fitness*: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.6.A.	Ongoing	Physical Activity enhances personal health	<ul style="list-style-type: none"> · Explain the meaning of being physically fit · Develop a fitness goal and monitor progress towards achievement 	<ul style="list-style-type: none"> · Activities that promote fitness · Identify sweating, increased heart rate, and heavy breathing as signs of physical activity

Physical Education: GRADE 3

Throughout the course of the year, the following content and skills will be introduced.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	<ul style="list-style-type: none"> · Provide the foundation for participation in games, sports, dance, and recreational activities · Ongoing feedback 	<ul style="list-style-type: none"> · Explain and perform essential elements of movement skills · Use body management skills and demonstrate control when moving · Explain and demonstrate movement sequences · Correct movement errors 	<ul style="list-style-type: none"> · Leap and kick · Change direction and speed while foot and hand dribbling · Bounce pass and chest pass · Strike over a net · Strike a ball with a hockey stick to a partner · Strike a ball with a bat applying varying degrees of force
2.5.B.	Ongoing	Apply offensive, defensive, and cooperative strategies	<ul style="list-style-type: none"> · Explain and demonstrate the use of offensive and defensive strategies · Acknowledge the contributions of team members 	<ul style="list-style-type: none"> · Working in a team to achieve goals
2.5.C.	Ongoing	Practicing appropriate and safe behaviors	<ul style="list-style-type: none"> · Summarize the characteristics of good sportsmanship · Demonstrate appropriate behaviors and apply specific rules 	<ul style="list-style-type: none"> · Working in a team to achieve goals

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.6.A.	Ongoing	Fitness contributes to personal health and motor skill performance	<ul style="list-style-type: none"> · Determine the benefits of regular physical activity. · Develop a health-related fitness goal and track progress using indicators · Determine heredity, training, diet and technology influence personal fitness 	<ul style="list-style-type: none"> · Use technology to track fitness · Activities that address health-related and skill-related fitness

Physical Education: GRADE 4

Throughout the course of the year, the following content and skills will be mastered.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	<ul style="list-style-type: none"> · Provide the foundation for participation in games, sports, dance, and recreational activities · Ongoing feedback 	<ul style="list-style-type: none"> · Explain and perform essential elements of movement skills · Use body management skills and demonstrate control when moving · Explain and demonstrate movement sequences · Correct movement errors 	<ul style="list-style-type: none"> · Jump rope independently and while turned by others · Leap, kick, shoot · Change direction and speed while foot and hand dribbling · Bounce pass and chest pass · Strike over a net · Strike a ball with a hockey stick to a partner · Strike a ball with a bat applying varying degrees of force
2.5.B.	Ongoing	Apply offensive, defensive, and cooperative strategies	<ul style="list-style-type: none"> · Explain and demonstrate the use of offensive and defensive strategies · Acknowledge the contributions of team members 	<ul style="list-style-type: none"> · Working in a team to achieve goals
2.5.C.	Ongoing	Practicing appropriate and safe behaviors	<ul style="list-style-type: none"> · Summarize the characteristics of good sportsmanship · Demonstrate appropriate behaviors and 	<ul style="list-style-type: none"> · Working in a team to achieve goals

			apply specific rules	
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2.6 *Fitness*: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

<u>Standard</u>	<u>Timeline</u>	<u>Content</u>	<u>Skills</u>	<u>Activities</u>
2.6.A.	Ongoing	Fitness contributes to personal health and motor skill performance	<ul style="list-style-type: none"> · Determine the benefits of regular physical activity. · Develop a health-related fitness goal and track progress using indicators · Determine heredity, training, diet and technology influence personal fitness 	<ul style="list-style-type: none"> · Use technology to track fitness · Activities that address health-related and skill-related fitness

Physical Education: GRADE 5

Throughout the course of the year, the following content and skills will be introduced.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	<ul style="list-style-type: none"> · Provide the foundation for participation in games, sports, dance, and recreational activities · Analyze performance and receive feedback 	<ul style="list-style-type: none"> · Explain and perform movement skills that combine correct movement in smooth flowing sequence · Explain concepts of force and motion · Demonstrate control while modifying force, flow, time, space, and relationships · Create and demonstrate planned movement sequences · Detect and correct movement errors 	<ul style="list-style-type: none"> · Apply patterns to demonstrate changes in direction, speed, and biomechanical principles · Balance an object while traveling · Chasing, fleeing, and dodging · Jump and land · Dribble, pass, throw, catch · Analyze game play on TV · Peer evaluation
2.5.B.	Ongoing	Identify the relationship between applying tactical strategies and achieving goals	<ul style="list-style-type: none"> · Demonstrate the use of offensive and defensive strategies · Compare and contrast strategies and make modifications for improvement 	<ul style="list-style-type: none"> · Working in a team to achieve goals

2.5.C.	Ongoing	<ul style="list-style-type: none"> · Practicing appropriate and safe behaviors · Associate cultural, ethnic, and historical background with competitive sports and dance 	<ul style="list-style-type: none"> · Compare roles and responsibilities of players and recommend strategies · Apply rules and procedures for specific games · Relate the origin and rules associated with games to different cultures 	<ul style="list-style-type: none"> · Working in a team to achieve goals
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2.6 *Fitness*: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.6.A.	Ongoing	Know and apply effective fitness principles to enhance fitness level, performance, and health status	<ul style="list-style-type: none"> · Analyze social, emotional, and health benefits · Determine activities that improve skill-related fitness versus health-related fitness · Develop and implement a fitness plan · Predict how different factors may impact personal fitness · Improve personal fitness and health · Evaluate short- and long-term effects of steroids and other performance-enhancing substances 	<ul style="list-style-type: none"> · Use assessments and data to develop a personal fitness plan · Activities that address health-related and skill-related fitness

Physical Education: GRADE 6

Throughout the course of the year, the following content and skills will be mastered.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.5.A.	Ongoing	<ul style="list-style-type: none"> · Provide the foundation for participation in games, sports, dance, and recreational activities · Analyze performance and receive feedback 	<ul style="list-style-type: none"> · Explain and perform movement skills that combine correct movement in smooth flowing sequence · Explain concepts of force and motion · Demonstrate control while modifying force, flow, time, space, and relationships · Create and demonstrate planned movement sequences · Detect and correct movement errors 	<ul style="list-style-type: none"> · Apply patterns to demonstrate changes in direction, speed, and biomechanical principles · Balance an object while traveling · Chasing, fleeing, and dodging · Jump and land · Dribble, pass, throw, catch · Analyze game play on TV · Peer evaluation · Design jump rope routine · Fundamental training principles

2.5.B.	Ongoing	Identify the relationship between applying tactical strategies and achieving goals	<ul style="list-style-type: none"> · Demonstrate the use of offensive and defensive strategies · Compare and contrast strategies and make modifications for improvement 	<ul style="list-style-type: none"> · Working in a team to achieve goals
2.5.C.	Ongoing	<ul style="list-style-type: none"> · Practicing appropriate and safe behaviors · Associate cultural, ethnic, and historical background with competitive sports and dance 	<ul style="list-style-type: none"> · Compare roles and responsibilities of players and recommend strategies · Apply rules and procedures for specific games · Relate the origin and rules associated with games to different cultures 	<ul style="list-style-type: none"> · Working in a team to achieve goals

2.6 *Fitness*: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Standard	Timeline	Content	Skills	Activities
2.6.A.	Ongoing	Know and apply effective fitness principles to enhance fitness level, performance, and health status	<ul style="list-style-type: none"> · Analyze social, emotional, and health benefits · Determine activities that improve skill-related fitness versus health-related fitness · Develop and implement a fitness plan · Predict how different factors may impact personal fitness · Improve personal fitness and health · Evaluate short- and long-term effects of steroids and other performance-enhancing substances 	<ul style="list-style-type: none"> · Use assessments and data to develop a personal fitness plan · Activities that address health-related and skill-related fitness

GRADE LEVEL PROGRESSIONS

2.5 Motor Skill Development	<i>By the end of Grade 2, students will be able to:</i>	<i>By the end of Grade 4, students will be able to:</i>	<i>By the end of Grade 6, students will be able to:</i>
Space Awareness (2.5 A, B, C, D, E)	<ul style="list-style-type: none"> · Understand the concept of self-space · Curl, stretch and twist in self space · Use a number of different actions to move their whole body in self space · Understand the concept of general space · Avoid others while traveling in general <ul style="list-style-type: none"> · space · Travel in a confined space · Travel over, under and around obstacles in general space 	<ul style="list-style-type: none"> · Move in a clockwise or counterclockwise manner · Change directions on a signal · Turn while moving in different directions · Travel at different levels · Travel with body parts at different levels · Travel in a variety of different pathways 	<ul style="list-style-type: none"> · Apply space awareness skills to a game situation and know when to apply each skill · Apply learned skill to another movement setting

<p>Effort (2.5 A, B, C, D)</p>	<ul style="list-style-type: none"> · Understand the concept of effort · Compare the concepts of slow and fast · Travel at different speeds · Differentiate among time words · Understand the concept of force · Explore different levels of force 	<ul style="list-style-type: none"> · Perform an action at various speeds · Travel in a sequence while changing speed · Differentiate between the amount of force needed for various activities · Understand the concept of flow · Apply the concept of flow to different movements 	<ul style="list-style-type: none"> · Utilize the concept of time to keep an appropriate pace in various situations · Exert the appropriate amount of energy to complete a required task · Identify and apply when to use bound flow versus free flow · Spontaneously change between free flow and bound flow movements
<p>Relationships (2.5 B, D)</p>	<ul style="list-style-type: none"> · Understand the concept of relationships · Identify body parts · Balance using different body parts · Travel on different body parts · Differentiate between round, narrow, wide, and twisted body shapes · Apply principles of relationships when working with partner/group 	<ul style="list-style-type: none"> · Create a body shape in the air · Understand when the need to travel over, under, close to, far away, inside or outside from objects occurs · Identify positive behaviors and comments to use during play situations 	<ul style="list-style-type: none"> · Travel along, through, over and under equipment and/or obstacles · Use partners as obstacles · Match and mirror each other while stationary and traveling · Form cooperative and collaborative relationships with others

<p>Traveling (2.5 A, B, C, D, E)</p>	<p>§ Travel in General Space § Travel safely to a predetermined destination § Travel in different ways (ex. One foot, Backwards, etc..) § Travel with different locomotor patterns (ex. Leaping, Skipping, etc.) § Move to Music and Rhythms § Negotiate an obstacle course § Travel in different pathways § Perform locomotor sequences</p>	<p>§ Reinforce previously acquired skills § Sidestep § Perform combination locomotor skills § Travel using different directions, levels, pathways, and locations § Travel while matching a partners pathways</p>	<p>§ Reinforce previously acquired skills § Perform rhythmical patterns § Meet and part while traveling with a partner § Shadow a partner's movements § Travel with a partner while changing speed and direction § Demonstrate exaggerated and free flowing movements § Demonstrate appropriate movements in games and sports § React to sudden changes in general space</p>
<p>Chasing, Fleeing, and Dodging (2.5 A, B, C, D, E)</p>	<p>§ Travel with the intent to chase a moving target § Travel with the intent to flee from an opponent or partner § Move safely while avoiding obstacles § Dodge in response to a signal</p>	<p>§ Reinforce previously acquired skills § Dodge stationary and/or moving obstacles § Dodge quickly while changing direction § Overtake a fleeing person § Fake a move to avoid a chaser</p>	<p>§ Reinforce previously acquired skills § Dodge while manipulating an object § Adapt their dodging and chasing skills in a constantly changing situation § Dodge and chase as part of a team § Chase and dodge simultaneously § Utilize and demonstrate team strategies for chasing, fleeing, and dodging</p>

<p>Jumping and Landing (2.5 A, B, C, D, E)</p>	<p>§ Jump over a swinging rope § Jump for distance while landing on one foot § Jump for height while landing on two feet § Jump and land in different patterns § Jump over low obstacles § Jump in rhythmical sequences § Jump both a turned and self-turned rope</p>	<p>§ Reinforce previously acquired skills § Perform jumping sequences § Jump and land using flexed knees to avoid injury § Jump on and off a raised object while using flexed knees to avoid injury and create a softer landing § Jump over a raised object while using flexed knees to avoid injury and create a softer landing</p>	<p>§ Reinforce previously acquired skills § Jump to catch an object § Jump to throw at a target § Throw and catch while jumping § Jump to an accented beat § Jump for distance while landing on two feet</p>
<p>Balancing (2.5 A, B, C, D, E)</p>	<ul style="list-style-type: none"> · Balance on different bases of support · Balance in different body shapes/positions · Travel then stop in a balanced position · Balancing while traveling on a predetermined path 	<ul style="list-style-type: none"> · Travel while balanced · Balance symmetrically and non-symmetrically · Move out of and into balances by performing various movements · Counterbalance 	<ul style="list-style-type: none"> · Balance while supporting the weight of a partner · Balance objects · Balance on equipment · Perform sequences that combine stationary balance and traveling with movement concepts · Balance cooperatively with team members
<p>Transferring Weight and Rolling (2.5 A, B, C, D, E)</p>	<ul style="list-style-type: none"> · Transfer weight during locomotor skills · Transfer weight from feet to hands · Transfer weight on and off of equipment 	<ul style="list-style-type: none"> · Transfer weight from feet to back · Stretch, curl and twist into a weight transferring movement · Perform spring step takeoffs 	<ul style="list-style-type: none"> · Transfer weight over low equipment · Perform spring step takeoffs with sequence · Transfer weight onto low equipment · Break a fall in a controlled manner to prevent injury

<p>Kicking and Punting (2.5 A, B, C, D, E)</p>	<ul style="list-style-type: none"> · Kick a stationary ball in a stationary position · Kick at large targets · Approach a stationary ball to kick · Strike with foot · Kick their foot into the air 	<ul style="list-style-type: none"> · Kick for distance · Kick for accuracy · Kick a rolling ball from a stationary position · Dribble a ball with foot around stationary objects · Kick to a partner · Start and stop while dribbling a ball with their foot 	<ul style="list-style-type: none"> · Change directions while dribbling a ball with their foot · Drop and punt a ball · Travel and kick at a target · Punt for height · Punt for distance · Punt for accuracy · Kick a ball moving towards them · Kick at a moving target · Kick to a partner from various angles · Apply kicking and punting skills in a game situation
<p>Throwing and Catching (2.5 A, B, C, D, E)</p>	<ul style="list-style-type: none"> · Toss a ball to self and catch · Catch a self-bounced ball · Throw at a large target · Throw overhand · Throw underhand · Roll a ball at targets · Track a thrown ball 	<ul style="list-style-type: none"> · Catch an accurately thrown ball · Throw overhand at a stationary target · Catch with an implement · Throw and catch and irregular shaped object · Catch a ball rebounded off of a wall · Throw sidearm · Throw over an obstruction to a target · Catch while traveling 	<ul style="list-style-type: none"> · Throw for distance and accuracy · Throw and catch while traveling · Throw to make an opponent move to catch · Throw to a stationary or moving target · Throw and catch with implements · Throw while in the air to a target · Jump to catch · Catch to throw without hesitation to a target
<p>Volleying and Dribbling (2.5 A, B, C, D, E)</p>	<ul style="list-style-type: none"> · Strike a balloon into the air · Strike a light weight object in a variety of different ways · Strike with different body parts · Bounce and ball down and catch it · Bounce a ball down and continuously dribble · Dribble while traveling 	<ul style="list-style-type: none"> · Dribble without looking at ball · Dribble with the body in different positions · Dribble at different heights · Strike a ball to a large target · Strike a ball over a line 	<ul style="list-style-type: none"> · Strike a ball over an obstruction · Strike a ball to a partner · Strike a ball continuously using different body parts · Mirror and match while dribbling · Dribbling in different pathways · Dribble around stationary objects · Dribble in different directions · Dribble and pass with a partner · Dribble while changing the speed of travel Dribble while dodging · Dribble while chasing · Dribble to avoid opponents · Volley continuously to a partner

<p>Striking with Rackets and Paddles (2.5 A, B, C, D, E)</p>	<ul style="list-style-type: none"> · Balance an object with a lightweight paddle · Strike a lightweight object with a paddle to themselves · Strike a ball towards a large target · Strike an upward with a wooden or solid paddle 	<ul style="list-style-type: none"> · Strike a ball against a wall continuously · Strike a ball against the ground · Strike a ball cooperatively with a partner · Strike for distance · Strike to a target 	<ul style="list-style-type: none"> · Strike using different types of grips (forehand, backhand etc...) · Strike an object over an obstruction · Strike at high or low targets · Striking with both sides of paddle or racket
<p>Striking with Short & Long-Handled Implements (2.5 A, B, C, D, E)</p>	<ul style="list-style-type: none"> · Strike a large stationary object with a hockey stick · Strike a ball off of tall tee · Strike a stationary ball to a target · Control a large ball while striking · Travel slowly while controlling a ball 	<ul style="list-style-type: none"> · Strike a small stationary object with a hockey stick · Strike a small ball off of a tee with a bat · Strike an object from the ground to the air · Swing a bat using a level motion · Strike to a stationary partner · Travel quickly while controlling a ball · Travel slowly and striking for a goal 	<ul style="list-style-type: none"> · Strike from a stationary position to a moving target · Striking to targets at varying distances · Strike a pitched object combining distance and placement · Striking to open spaces · Receive and control a pass · Throw a ball into the air and strike it · Dribble and change direction while traveling backwards · Direct the pathway, distance and speed of an object · Pass and receive while traveling · Strike to dodge an opponent · Travel quickly and strike for a goal
<p><i>Strategy</i> (2.5 C, D, E)</p>	<ul style="list-style-type: none"> · Understand the difference between competitive and cooperative strategies 	<ul style="list-style-type: none"> · Demonstrate the use of simple strategies, including player positioning, faking and dodging and defending space · Demonstrate cooperation with a partner/group by successfully working together on an assigned task 	<ul style="list-style-type: none"> · Exhibit and apply use of offensive, defensive, and cooperative strategies · Understanding team play with the use of games, activities and play

<p><i>Rules, Safety, and Sportsmanship</i> (2.5 D, E)</p>	<ul style="list-style-type: none"> · Understand why good sportsmanship is important · Demonstrate positive behavior during activities and games · Follow basic rules that apply to activities and safety while understanding why they are important · Demonstrate proper use of playground and equipment when outdoors 	<ul style="list-style-type: none"> · Exhibit proper ways to handle and care for equipment safely and responsibly · Describe the importance of activity-specific rules and how they improve the quality of safety and enjoyment for all participants · Demonstrate good sportsmanship and appropriate behavior as both a player and an observer · Use several conflict resolution strategies before conflict 	<ul style="list-style-type: none"> · Select, use, and care for equipment used during physical activity · Identify the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment · Use roles of player, coach, fan and referee in physical activity
<p><i>Sport Psychology</i> (2.5 D, E)</p>	<ul style="list-style-type: none"> · Understand how attitude affects physical performance 	<ul style="list-style-type: none"> · Identify a variety of strategies used to prepare for physical activities 	<ul style="list-style-type: none"> · Demonstrate the use of mental preparation strategies prior to participation

<p>2.6 Fitness</p>	<p><i>By the end of Grade 2, students will be able to:</i></p>	<p><i>By the end of Grade 4, students will be able to:</i></p>	<p><i>By the end of Grade 6, students will be able to:</i></p>
<p><i>Fitness and Physical Activity</i> (2.6 A, B, C)</p>	<ul style="list-style-type: none"> · Identify activities that develop components of health-related and skill-related fitness · Identify body responses that occur during physical activity 	<ul style="list-style-type: none"> · Understand the physical, social and emotional benefits of physical activity · Describe how body systems respond to exercise · Discuss different factors that influence fitness · Understand the importance of technology in the improvement of fitness activities · Understand that participation in 	<ul style="list-style-type: none"> · Understand the difference between health-related and skill-related fitness · Identify how the body systems react to regular physical activity · Describe how our environments impact fitness levels · Examine how technology impacts physical activity and fitness · Assess the correlation between exercise and nutrition · Identify community resources available for participation in physical activity · Discuss the short and long term benefits of regular physical activity

		physical activity is a conscious choice	
<i>Training</i> (2.6 A, B, C)	<ul style="list-style-type: none"> · Describe how too much or not enough exercise can be harmful · Understand that regular physical activity contributes to wellness · Demonstrate proper cool down and warm for pre-activity 	<ul style="list-style-type: none"> · Understand and explain the importance of regular physical activity · Explain the training principles of frequency, intensity and time (FIT) during physical activity · Demonstrate the ability to understand the concept of pacing during endurance activities 	<ul style="list-style-type: none"> · Describe the relationship between practice training and injury prevention · Differentiate between various forms of physical activity used to improve personal fitness
<i>Achieving and Assessing Fitness</i> (2.6 A, B, C)	<ul style="list-style-type: none"> · Participate in physical activity that develops all components of fitness · Monitor heart rate and breathing before, during and after exercise · Establish a fitness goal and monitor achievement 	<ul style="list-style-type: none"> · Engage in continuous aerobic activity for a specified time · Monitor physiological effects that occur before, during and after exercise · Establish a health related fitness goal and use technology to track it's status · Apply safe and appropriate techniques while engaging in fitness activities 	<ul style="list-style-type: none"> · Understand the definition of target heart rate and how to obtain it · Participate in physical activity at their target heart rate for a minimum of 20 minutes · Assess personal fitness using technology as a monitor · Participate in a number of sustained, vigorous physical activities to improve each component of fitness · Exercise at an intensity level required to enhance cardiovascular fitness as determined by target heart rate

NORTH CALDWELL'S ELEMENTARY SCHOOL'S HEALTH CURRICULUM

I= Introduce: the initial exposure to a concept

D= Develop: develop knowledge and attitudes that facilitate mastery

M= Master: demonstrate competency in particular learning outcome

Standard	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre-K	K	1	2	3	4	5	6
Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	M							
	2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	M							
Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.		I	R	M				

	2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		I	R	M				
The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.					I	M		
	2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.					I	M		
Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.							I	M
	2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.							I	M
	2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.							I	M

Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	M							
	2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	M							
Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.		I	R	M				
	2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.		I	R	M				
	2.1.2.B.3	Summarize information about food found on product labels.		I	R	M				
Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.					I	M		

	2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.					I	M		
	2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.					I	M		
	2.1.4.B.4	Interpret food product labels based on nutritional content.					I	M		
Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns.					I	M		
	2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.							I	M
	2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.							I	M
	2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.							I	M

Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	M							
Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.		I	R	M				
	2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.		I	R	M				
	2.1.2.C.3	Determine how personal feelings can affect one's wellness.		I	R	M				
The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain how most diseases and health conditions are preventable.					I	M		
	2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.					I	M		

	2.1.4.C.3	Explain how mental health impacts one's wellness.					I	M		
The early detection and treatment of diseases and health conditions impact one's health.	2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.							I	M
	2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.							I	M
	2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.							I	M
Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	M							
	2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	M							

	2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	M							
	2.1.P.D.4	Know how to dial 911 for help.	M							
Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).		I	R	M				
	2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.		I	R	M				
	2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.		I	R	M				
Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).					I	M		
	2.1.4.D.2	Summarize the various forms of abuse and ways to get help.					I	M		

	2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.					I	M		
Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.					I	M		
Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.6.D.1	Summarize the common causes of intentional and unintentional injury in adolescents and related prevention strategies.							I	M
	2.1.6.D.2	Explain what to do if abuse is suspected or occurs.							I	M
	2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.							I	M
Applying first-aid procedures can minimize injury and save lives.	2.1.6.D.4	Assess when to use basic first-aid procedures.							I	M
Many factors at home, school, and in the community	2.1.2.E.1	Identify basic social and emotional needs of all people.		I	R	M				

impact social and emotional health.	2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		I	R	M				
	2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.		I	R	M				
Many factors at home, school, and in the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.					I	M		
	2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.					I	M		
Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.					I	M		
	2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.					I	M		

Social and emotional development impacts all components of wellness.	2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.								I	M
Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.								I	M
Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.								I	M

Standard	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre-K	K	1	2	3	4	5	6
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Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.		I	R	M				
Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.					I	M		
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.					I	M		
Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.							I	M
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.							I	M

Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.		I	R	M				
	2.2.2.B.2	Relate decision-making by self and others to one's health.		I	R	M				
	2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		I	R	M				
	2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.		I	R	M				
Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues.					I	M		
	2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.					I	M		
	2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.					I	M		
	2.2.4.B.4	Develop a personal health goal and track progress.					I	M		

Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.							I	M
	2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.							I	M
	2.2.6.B.3	Determine how conflicting interests may influence one's decisions.							I	M
	2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.							I	M
Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of <i>Character</i> and how it is reflected in the thoughts, feelings, and actions of oneself and others.		I	R	M				
	2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.		I	R	M				
Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.					I	M		

Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.					I	M		
	2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.					I	M		
Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.							I	M
Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.							I	M
	2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.							I	M
Service Projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.		I	R	M				

Service Projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.					I	M		
Participation in social and health- or service-organization initiatives have a positive social impact.	2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.							I	M
	2.2.6.D.2	Develop a position about a health issue in order to inform peers.							I	M
Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.	M							
Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	Determine where to access home, school, and community health professionals.		I	R	M				

Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.						I	M		
	2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.						I	M		
Health literacy includes the ability to compare and evaluate health resources.	2.2.6.E.1	Determine the validity and reliability of different types of health resources.								I	M
Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.								I	M

Standard	2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre-K	K	1	2	3	4	5	6
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Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.		I	R	M				
	2.3.2.A.2	Explain why medicines should be administered as directed.		I	R	M				
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.					I	M		
	2.3.4.A.2	Determine possible side effects of common types of medicines.					I	M		

Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.							I	M
	2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.							I	M
Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.		I	R	M				
	2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.		I	R	M				
	2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.		I	R	M				
	2.3.2.B.4	Identify products that contain alcohol.		I	R	M				
	2.3.2.B.5	List substances that should never be inhaled and explain why.		I	R	M				
Use of drugs in unsafe ways is dangerous and harmful.	2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.					I	M		

	2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.					I	M		
	2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.					I	M		
	2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.					I	M		
	2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.					I	M		
There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.							I	M
	2.3.6.B.2	Relate tobacco use and the incidence of disease.							I	M
	2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.							I	M
	2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.							I	M

	2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.							I	M
	2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.							I	M
	2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.							I	M
Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.		I	R	M				
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.		I	R	M				
Substance abuse is caused by a variety of factors.	2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.					I	M		
	2.3.4.C.2	Differentiate between drug use, abuse, and misuse.					I	M		

	2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.					I	M		
Substance abuse is caused by a variety of factors.	2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.							I	M
	2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.							I	M
	2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.							I	M
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.							I	M

Standard	2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
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Content Statement	CPI #	Cumulative Progress Indicator (CPI)	Pre-K	K	1	2	3	4	5	6
The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.		I	R	M				
	2.4.2.A.2	Distinguish the roles and responsibilities of different family members.		I	R	M				
	2.4.2.A.3	Determine the factors that contribute to healthy relationships.		I	R	M				
The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.					I	M		
	2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.					I	M		
Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.							I	M

	2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.							I	M
	2.4.6.A.3	Examine the types of relationships adolescents may experience.							I	M
	2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.							I	M
	2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.							I	M
Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.		I	R	M				
Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.					I	M		

Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.								I	M
Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.								I	M
	2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STI's, HPV's or unintended pregnancy.								I	M
	2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.								I	M
The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.		I	R	M					

Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.					I	M		
The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.					I	M		
Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.							I	M
	2.4.6.C.2	Identify the signs and symptoms of pregnancy.							I	M
	2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.							I	M

Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.							I	M
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