

HEALTHY & BALANCED LIVING CURRICULUM

Clinton Public Schools

Clinton, CT



Clinton Public Schools Healthy & Balanced Living Curriculum

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Clinton Public Schools Healthy and Balanced Living Curriculum

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Approved by the Clinton Board of Education, June 4, 2012

Program Foundations

Clinton Public Schools

- Mission Statement -

The mission of the Clinton Public Schools is to educate our students. A learning environment will be provided which will support and encourage students to acquire knowledge and develop the skills necessary to become productive, contributing, and respectful members of a diverse society. Participation in the Clinton Public Schools will enable students to become lifelong learners with an understanding that their futures can hold opportunities which are infinite.



Means to Accomplish Mission

This mission is accomplished through:

- ❑ High student and staff expectations;
- ❑ Positive school climate;
- ❑ Safe and orderly school environment;
- ❑ Frequent monitoring of student progress;
- ❑ Positive school/community interactions;
- ❑ Promotion of physical and emotional well-being;
- ❑ Development of problem solving, critical, and creative thinking skills;
- ❑ Effective parental involvement;
- ❑ Adequate financial support; and
- ❑ Emphasis on the values of respect and responsibility

Clinton Public Schools

K-12 District

Foundation Skills and Competencies

Preparing independent and collaborative learners empowered to embrace the future

The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant, and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students, and the community with a set of common expectations that will enhance curriculum development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.
5. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.
6. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.
7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.
8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.
9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.
10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.
11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

Clinton Public Schools District Curriculum

Characteristics of an Exemplary Curriculum

The following characteristics are provided to help guide work of the curriculum renewal teams for all disciplines. These characteristics are widely accepted and supported in curriculum development literature.

1. Meaningful:

A meaningful curriculum establishes a clear set of expectations for what students need to know and demonstrate in order to be successful in today's complex world.

2. Coherent:

A coherent curriculum provides opportunities at each level to learn and practice knowledge and skills, building on and expanding previous experiences and knowledge.

3. Articulated:

An articulated curriculum ensures that learning at different grade levels is appropriately sequenced, maintaining connections and relationships between grade levels.

4. Aligned:

An aligned curriculum connects the written curriculum, what is really taught, and assessment.

5. High Standards for all:

Curriculum recognizes and reflects the need for all students to perform well in order to gain knowledge and skills necessary to be successful.

6. Reasonable in Scope:

The curriculum provides a framework that represents a set of expectations that can be accomplished and provides teachers and administrators with guidelines for making decisions about instruction.

Seif, E. (1998). Curriculum Renewal a Case Study. Alexandria, VA: ASCD.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement

Clinton Public Schools

Healthy and Balanced Living Curriculum Renewal Team

Philosophy of Healthy and Balanced Living

The Healthy and Balanced Living Curriculum will develop physical, mental, emotional and social attitudes and skills, through a comprehensive, integrated and sequenced program in health and physical education. The purpose of health and physical education is to empower students to become informed about health and fitness, evaluate opportunities and challenges, choose appropriate behaviors and develop positive attitudes that promote lifelong wellness.

We further believe that:

- Integrated and congruent health and physical education programs advance an understanding and commitment to ongoing fitness and wellness.
- The health and well-being of students significantly influences learning and academic achievement.
- Students who are able to identify and develop their own attitudes and values associated with leading a healthy lifestyle are better equipped to make personal and socially responsible decisions.
- Knowledge and decision-making are two critical factors that affect the achievement and maintenance of a healthy and active lifestyle.
- Students who are able to demonstrate respect for themselves and for others are well placed to contribute effectively to home, school, work and community life.
- Experience in fundamental movement skills in the early years of schooling supports the development of more specific skills in later childhood and participation in sport and recreation as lifelong pursuits.
- Students who participate in physical activity, games, sport, dance and outdoor recreation develop confidence, self-esteem, leadership and emotional maturity.
- Effective interpersonal and communication skills are essential for participation in society.

Goals of Healthy and Balanced Living

As a result of this preK-12 Healthy and Balanced Living Program, students will:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participate regularly in physical activity.
4. Use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.
5. Exhibit responsible personal and social behavior that respects self and differences among others in physical activity settings.
6. Understand the value of how physical activity provides for health, personal enjoyment, challenge, self-expression and social interaction.
7. Demonstrate the ability to use decision-making skills to enhance health.
8. Demonstrate the ability to use goal-setting skills to enhance health.
9. Comprehend concepts related to health promotion and disease prevention.
10. Demonstrate the ability to access valid information, products, and services to enhance health.
11. Demonstrate the ability to practice health-enhancing behaviors to reduce health risks.
12. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
13. Demonstrate the ability to use interpersonal communication skills to enhance health and help to reduce health risks.
14. Demonstrate the ability to advocate for personal, family and community health.

Curriculum

Structure

Clinton Public Schools
Healthy and Balanced Living Curriculum Renewal Team

Physical Education District Frameworks

I. Motor Skills

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

II. Physical Fitness

- Participate regularly in physical activity.
- Use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

III. Personal and Social Behaviors

- Exhibit responsible personal and social behavior that respects self and differences among others in physical activity settings.
- Understand the value of how physical activity provides for health, personal enjoyment, challenge, self-expression and social interaction.

Health Education District Frameworks

I. Decision-Making

- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.

II. Wellness & Safety

- Comprehend concepts related to health promotion & disease prevention.
- Demonstrate the ability to access valid information, products, and services to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors to reduce health risks.

III. Social & Emotional Development

- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to use interpersonal communication skills to enhance health and help to reduce health risks.
- Demonstrate the ability to advocate for personal, family and community health.

Physical Education

Units of Instruction

Physical Education Units of Instruction Matrix

Grade PK	Motor Skills	Physical Fitness	Personal and Social Behaviors
Jumping	Weight transfer, jumping high, jumping distance, landing, coordination	Cardiovascular endurance, muscular strength, muscular endurance, power	Teamwork, problem solving, communication, sportsmanship, following directions
Basketball	Dribble, coordination	Reaction time	Teamwork, communication, problem solving, following directions, sportsmanship
Balance	Body balance, balancing objects, coordination	Flexibility, balance	Teamwork, communication, problem solving, sportsmanship, following directions
Throwing	Rolling, tossing, overhand throw, coordination	Flexibility, balance, power, accuracy, reaction time	Problem solving, teamwork, sportsmanship, following directions
Kicking	Distance, accuracy, moving ball, foot dribbling, trapping, coordination	Balance, accuracy	Problem solving, sportsmanship, following directions
Striking	Sideway strike, tapping dribbling, volleying, coordination	Balance, accuracy	Teamwork, following directions, sportsmanship
Cooperative Games	Coordination	Cardiovascular endurance, balance, power, speed, reaction time	Sportsmanship, teamwork, following directions
Locomotor Skills	Gallop, skip, side slide, coordination, walk, run, jump, hop	Cardiovascular endurance, muscular endurance, balance, power, speed, reaction time	Sportsmanship, teamwork, following directions
Anatomy		Cardiovascular endurance	Problem solving, sportsmanship, following directions

Physical Education Units of Instruction Matrix

Grade K-3	Motor Skills	Physical Fitness	Personal and Social Behaviors
Catching	High, low, bounce, catch, coordination	Cardiovascular endurance, accuracy, reaction time	Teamwork, communication, sportsmanship, following directions
Spatial Awareness	Personal space, general space, boundaries, levels, pathways, directions, coordination	Reaction time	Following directions, sportsmanship
Basketball	Pass, catch, dribble, shoot, coordination	Cardiovascular endurance, agility, balance, speed	Following directions, teamwork, communication
Manipulatives (Juggling/Cup Stacking)	Toss and catch scarves, patterns, cycles	Coordination, accuracy, reaction time	Self-control, perseverance
Rope jumping	K-1 Intro to basics, 2-3 jump ropes, skip-its, jump sticks, jump hoops	Cardiovascular endurance, muscular endurance, coordination, balance, speed, reaction time	Self-control, respect for others
Gymnastics	Rolls: log, pencil, mummy, shoulder, egg: forward and backward, cartwheels, tripod and headstand	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, coordination, agility, balance, power, speed, reaction time	Self-control, sportsmanship
VERBventure	Climbing, traversing, balancing, jumping, tumbling	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, coordination, agility, balance, power, speed, accuracy, reaction time	Self-control, communication, problem solving

Physical Education Units of Instruction Matrix

Grade K-3	Motor Skills	Physical Fitness	Personal and Social Behaviors
Frisbee	Throw and catch w/ partner, accuracy through hoops, co-op relay, distance across field	Coordination, accuracy, reaction time	Cooperation, teamwork, sportsmanship
TRIKKE (2-3 only)	Body in motion-stays in motion, weight shifting (carving)	Cardiovascular endurance, muscular strength, muscular endurance, coordination, agility, balance	Self-control, problem solving
Tennis	Tap downs, bump ups, rallying	Flexibility, coordination, agility, balance, power, speed, accuracy, reaction time	Teamwork, communication
Golf	Grip, stance, swing	Flexibility, coordination, balance, power, accuracy	Self-control, communication
Scoop Ball	Self toss and catch, partner toss and catch	Coordination, agility, power, accuracy, reaction time	Teamwork, communication
Lacrosse (2-3 only)	Self toss and catch, partner toss and catch, raking, scooping	Coordination, agility, power, accuracy, reaction time	Teamwork, sportsmanship
Field Day Activities	60-yard dash, potato sack race, Frisbee throw, tug-o-war, , coordination	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, agility, balance, power, speed, accuracy, reaction time	Teamwork, problem solving, following directions, sportsmanship
Scooters	Various movement patterns, coordination	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, balance, power, speed, reaction time	Self-control, sportsmanship

Physical Education Units of Instruction Matrix

Grade K-3	Motor Skills	Physical Fitness	Personal and Social Behaviors
Ball Skills (K-1 only)	Throw, catch, rolling, bouncing	Flexibility, coordination, agility, balance, power, accuracy, reaction time	Teamwork, problem solving
Newcomb (2-3 only)	Throw and catch over nets, coordination	Muscular strength, flexibility, agility, balance, power, accuracy, reaction time	Respect for others, teamwork
Soccer	Run, kick, dribble, pass, coordination	Cardiovascular endurance, flexibility, agility, balance, power, speed, accuracy, reaction time	Teamwork, communication
Foxtails (Ribbon tails w/ wiffleballs)	Throw and catch, coordination	Muscular strength, flexibility, accuracy, reaction time	Teamwork, problem solving
Parachute	Raising parachute, climbing, shaking	Cardiovascular endurance, muscular strength, muscular endurance, power	Self-control, teamwork, communication, following directions
Rollerblading	Balance, braking , various movement patterns, coordination	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, agility, balance, power, speed, reaction time	Self-Control, sportsmanship
Project Adventure (3 only)	Climbing, traversing, balancing, jumping,	Muscular strength, muscular endurance, flexibility, coordination, agility, balance	Problem solving, communication, teamwork, mutual respect, conflict resolution

Physical Education Units of Instruction Matrix

Grade 4-5	Motor Skills	Physical Fitness	Personal and Social Behaviors
Soccer	Kicking, throwing, running, coordination, passing	Cardiovascular endurance, flexibility, agility, balance, power, speed, accuracy, reaction time	Teamwork, sportsmanship, communication
Dodging / Fleeing	Running, jumping, throwing, catching	Cardiovascular endurance, agility, speed, accuracy, reaction time	Teamwork, sportsmanship
Cooperative Games	Balancing, running, jumping, throwing, catching	Muscular strength, muscular endurance, balance, power, accuracy	Problem solving, communication, planning
Balancing	Body balance, walking	Core strengthening	Teamwork, problem solving
Dance & Rhythmic Movements	Jumping, running, skipping, galloping, shuffling, hopping, coordination	Cardiovascular endurance, muscular endurance, flexibility, agility, balance, speed, accuracy,	Leadership, following rules, teamwork, communication
Field Day Activities	Distance, accuracy, moving ball, foot dribbling, trapping	Balance, accuracy	Problem solving, sportsmanship, following directions, follow rules
Project Adventure	Climbing, traversing, balancing, coordination	Muscular strength & endurance, flexibility, agility	Teamwork, follow rules, following directions, sportsmanship, perseverance
Floor Hockey	Striking, Running, shuffling, coordination	Cardiovascular endurance, muscular endurance, flexibility, agility, power, speed, accuracy, reaction time	Teamwork, communication, following rules, sportsmanship
Scoopball / Lacrosse	Throwing, catching	Agility, power, accuracy, reaction time	Teamwork, communication
Ultimate/ Frisbee	Throwing, catching, pivoting	Accuracy, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship

Physical Education Units of Instruction Matrix

Grade 4-5	Motor Skills	Physical Fitness	Personal and Social Behaviors
Lawn Games	Rolling, throwing, catching	Accuracy, reaction time	Teamwork, problem solving
Football	Throwing, catching, kicking, punting, coordination	Cardiovascular endurance, muscular endurance, flexibility, agility, balance, power, speed, accuracy, reaction time	Teamwork, communication, sportsmanship
Physical Fitness	Cardiovascular endurance, muscular endurance, flexibility, agility	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition	Following Rules, following directions
Volleyball	Bump, set, spike, block, dig, coordination	Muscular strength, muscular endurance, flexibility, agility, balance, accuracy, reaction time	Teamwork, communication
Basketball	Basketball skills: dribbling, passing, shooting, rebounding, coordination	Cardiovascular endurance, agility, balance, speed	Teamwork
Bowling	Target heart rates, underhand roll	Accuracy, agility, balance, accuracy	Teamwork, following rules
Jump rope	Jumping and landing, target heart rates, intrinsic motivation, extrinsic motivation, coordination	Cardiovascular endurance, muscular endurance, balance, reaction time	Following direction, teamwork

Physical Education Units of Instruction Matrix

Grade 6	Motor Skills	Physical Fitness	Personal and Social Behaviors
Soccer	Inside/outside footkick, toe kick, toe tap, pull back, game play	Balance, agility, muscle endurance, cardiovascular endurance, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Frisbee	Backhand throw, pancake catch, one hand thumb catch, game play	Speed, power, agility, reaction time, muscle endurance, cardiovascular endurance	Teamwork, communication, following rules, safety practice, sportsmanship
Volleyball	Underhand serve, bump, set, game play, rotation	Coordination, power, speed, agility, reaction time, cardiovascular endurance	Teamwork, communication, following rules, safety practice, sportsmanship
Floor Hockey	Hitting, passing, dodging, slicing, deflecting, dodge 'n go, pull & turn	Coordination, power, speed, reaction time, agility	Teamwork, communication, following rules, safety practice, sportsmanship
Fitness Test	Running, curl-ups, push-ups, sit and reach	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition	Recognition/good health, perseverance
Omnikin	Serving, running, catching	Accuracy, coordination, speed, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Carnival/Circus	Throwing, juggling, bowling, golf-putting, coordination	Balance, accuracy, reaction time	Self-expression, problem solving, creative movement
Badminton	Serve, forehand/backhand, lob/clear, drop shot	Cardiovascular endurance, reaction time, speed, balance, accuracy, coordination	Rules, independence, teamwork, sportsmanship
Project Adventure	Scaling/climbing	Muscular strength, muscular endurance, flexibility, balance, coordination, power	Problem solving, communication, develop self-esteem, rules and safety, personal challenge

Physical Education Units of Instruction Matrix

Grade 6	Motor Skills	Physical Fitness	Personal and Social Behaviors
Pickleball	Serve, forehand/backhand, lob/clear, drop shot	Cardiovascular endurance, reaction time, speed, balance, accuracy, coordination	Rules, work independently and cooperatively, sportsmanship
Lawn Games	Rolling, tossing, throwing, putting	Coordination, accuracy, reaction time	Self-expression, teamwork, following rules, safety
Fitness Stations	Resistance training	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition	Develop life-long fitness goals, perseverance, safety
Basketball	Dribbling, passing (bounce, chest), shooting (lay-ups, jump shots, foul shots)	Endurance, coordination, agility, accuracy, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Dance	Rhythmic movements	Flexibility, coordination, muscular endurance, balance	Creative movement, Self-expression
Kick Ball	Pitching (rolling), kicking, base running, fielding, throwing	Power, reaction time, muscular endurance, speed, accuracy	Teamwork, communication, following rules, safety practice, sportsmanship
Cooperative/Team Building Games	Throwing, catching, running, balancing, jumping	Coordination, balance, speed, accuracy, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Softball/Wiffleball	Fielding, batting, pitching, catching, throwing, tagging, base running	Reaction time, accuracy, coordination	Teamwork, communication, following rules, safety practice, sportsmanship
Team Games	Throwing, catching, pivot, defend, batting, striking a target	Coordination, balance, speed, accuracy, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship

Physical Education Units of Instruction Matrix

Grade 7-8	Motor Skills	Physical Fitness	Personal and Social Behaviors
Soccer	Inside/outside footkick, toe kick, toe tap, pull back, game play lunge, mathews, scissors	Balance, agility, muscle endurance, cardiovascular endurance, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Frisbee	Backhand throw, pancake catch, one hand thumb catch, game play, tipping, brushing	Speed, power, agility, reaction time, muscular endurance, cardiovascular endurance	Teamwork, communication, following rules, safety practice, sportsmanship
Volleyball	Underhand serve, overhand serve, bump, set, spike, team play, rotation, coordination	Power, speed, agility, reaction time, cardiovascular endurance	Teamwork, communication, following rules, safety practice, sportsmanship
Floor Hockey	Hitting, passing, dodging, slicing, deflecting, dodge 'n go, pull & turn, coordination	Power, speed reaction time, agility	Teamwork, communication, following rules, safety practice, sportsmanship
Fitness Test	Running, curl-ups, push-ups, sit and reach	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition	Recognition/good health, personal challenge
Omnikin	Serving, strategies, catching, rules, coordination	Accuracy, speed, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Carnival/Circus	Guided discover, coordination, throwing, juggling, bowling, golf-putting,	Balance, accuracy, reaction time	Self-expression, problem solving, creative movement
Badminton	Serve, forehand/back drive, lob/clear, drop shot, smash	Cardiovascular endurance, reaction time, speed, balance, accuracy	Rules, work independently and cooperatively, sportsmanship

Physical Education Units of Instruction Matrix

Grade 7-8	Motor Skills	Physical Fitness	Personal and Social Behaviors
Pickleball	Serve, forehand/back drive, lob/clear, drop shot, smash, coordination	Cardiovascular endurance, reaction time, speed, balance, accuracy	Rules, work independently and cooperatively, sportsmanship, socialization
Lawn Games	Rolling, tossing, throwing, putting	bocce, golf balls/putters, horseshoes, croquet, ladderball, Frisbees	Self-expression, group interaction, following rules, safety practice
Project Adventure	Scaling/climbing, coordination	Muscular strength, muscular endurance, flexibility, balance, power	Problem solving, communication, develop self-esteem, rules and safety, personal challenge
Fitness Stations	Resistance training	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition	Develop life-long fitness goals, personal challenges, safety
Basketball	Review dribbling, passing, conditioning, shooting, coordination	Endurance, agility, accuracy, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Dance	Rhythmic movements	Flexibility, coordination, muscle endurance, balance	Creative movement, self-expression
Kick Ball	Pitching (rolling), kicking, base running, scoring, fielding, throwing	Power, reaction time, muscular endurance, speed, accuracy	Teamwork, communication, following rules, safety practice, sportsmanship
Cooperative/Team Building Games	Throwing, catching, running, balancing, jumping, coordination	Balance, speed, accuracy, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship
Softball/Wiffleball	Fielding, batting, pitching, catching, throwing, tagging, base running	Reaction time, accuracy	Teamwork, communication, following rules, safety practice, sportsmanship
Team Games	Throwing, catching, pivot, defend, batting, striking a target, coordination	Balance, speed, accuracy, reaction time	Teamwork, communication, following rules, safety practice, sportsmanship

Physical Education Units of Instruction Matrix

Grade 9-12	Motor Skills	Physical Fitness	Personal and Social Behaviors
Badminton	Underhand serve, clear shot, drop shot, smash/spike shot, coordination	Cardiovascular endurance, muscular endurance, flexibility, agility, power, speed, accuracy, reaction time	Problem solving, communication, sportsmanship, leadership, teamwork, goal setting
Floor Hockey	Stick handling, forehand passing, backhand passing, forehand wrist shot, backhand shot, goalie techniques, coordination	Cardiovascular endurance, muscular endurance, flexibility, agility, power, speed, accuracy, reaction time	Problem solving, communication, sportsmanship, leadership, teamwork, goal setting
Volleyball	Underhand Serve, overhand serve, forearm pass (bump), overhead pass (set), blocking, spiking, coordination	Flexibility, agility, power, speed, accuracy, reaction time	Problem solving, communication, teamwork, leadership, sportsmanship
Tennis	Overhand serve, forehand strike, backhand strike, coordination	Cardiovascular endurance, muscular endurance, flexibility, agility, power, speed, accuracy, reaction time	Problem solving, teamwork, sportsmanship, communication, goal setting
Ultimate Frisbee	Forearm throw, sidearm throw, hammer throw, two-hand catch, one-hand catch, running, coordination	Cardiovascular endurance, muscular endurance, agility, speed, accuracy	Problem solving, communication, teamwork, sportsmanship, leadership, goal setting
Bunkerball	Dodging, throwing, jumping, sliding, leaping, hurdling, catching, blocking, coordination	Flexibility, agility, power, speed, accuracy, reaction time	Problem solving, leadership, sportsmanship, communication, teamwork
Juggling	Throwing, catching, juggling patterns, coordination	Balance, accuracy, reaction time	Problem solving, self-expression, goal setting

Physical Education Units of Instruction Matrix

Grade 9-12	Motor Skills	Physical Fitness	Personal and Social Behaviors
Fitness	Running, resistance training skills	Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition, balance, power, speed	Problem solving, creating a workout plan, goal setting
Cooperative Games	Running, jumping, balancing, throwing, catching, social awareness, coordination	Flexibility, agility, balance, speed, accuracy, reaction time	Problem solving, communication, teamwork, sportsmanship, leadership, goal setting
Mat Ball	Kicking, body control, throwing, catching, dodging, running, coordination	Agility, balance, power, speed, accuracy, reaction time	Problem solving, communication, teamwork, sportsmanship, leadership, goal setting
Recreational Yard Games	Throwing, catching, coordination	Balance, accuracy, reaction time	Problem solving, communication, teamwork, sportsmanship, goal setting.
Pickleball	Underhand serve, forehand serve, backhand strike, overhand strike, coordination	Cardiovascular endurance, muscular endurance, flexibility, agility, power, speed, accuracy, reaction time	Problem solving, communication, teamwork, sportsmanship, goal setting.

Physical Education

Grade Level Expectations

Physical Education Grade Level Expectations

I.	Motor Skills	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Demonstrate developmentally mature form in the fundamental movement skills in a closed environment	X	X	X	X	X	X	X							
2	Maintain and further develop the fundamental movement skills in closed and/or open environments								X	X	X	X	X	X	X
3	Demonstrate skills to begin to utilize developmentally appropriate fitness activities	X	X	X	X	X	X	X							
4	Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities								X	X	X	X	X	X	X
5	Explore and adapt fundamental movement skills in a variety of dynamic environments	X	X	X	X	X	X	X							
6	Use complex movements and problem-solving in a variety of dynamic environments								X	X	X	X	X	X	X
7	Acquire and explore skilled themes in a variety of movement concepts	X	X	X	X	X	X	X							
8	Develop advanced skills in selected physical activities								X	X	X	X	X	X	X
9	Participate in several developmentally appropriate activities	X	X	X	X	X	X	X							
10	Participate in a variety of authentic games and lifetime physical activities								X	X	X	X	X	X	X
11	Demonstrate developmentally appropriate body and spatial awareness concepts by identifying and demonstrating personal and general space	X	X	X	X	X	X	X							
12	Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns					X	X	X	X	X	X	X	X		
13	Analyze and evaluate body movements to master skilled performance												X	X	X
14	Recognize critical performance in self and others using movement vocabulary	X	X	X	X	X	X	X	X	X	X	X			
15	Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements						X	X	X	X	X	X	X	X	X

Physical Education Grade Level Expectations

II.	Physical Fitness	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Demonstrate an understanding of a variety of movements and how they affect the body	X	X	X	X	X	X	X							
3	Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes								X	X	X	X	X	X	X
4	Combine a sequence of several motor skills in an organized way	X	X	X	X	X									
5	Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities						X	X	X	X	X	X	X	X	X
6	Develop individualized goals to promote the development and improvement of physical fitness levels		X	X	X	X	X	X	X	X	X	X	X	X	X

Physical Education Grade Level Expectations

III.	Personal & Social Interaction	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1	Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	Follow rules stay on short tasks with supervision, listen and apply self-control	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Work independently and cooperatively with partners and small groups to complete assigned tasks	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	Continue to develop skills to participate productively in groups, in both cooperative and competitive activities				X	X	X	X	X	X	X	X	X	X	X
5	Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities						X	X	X	X	X	X	X	X	X
6	Demonstrate behaviors that are sensitive to individual differences that can affect group activities	X	X	X	X	X	X	X							
7	Develop strategies for including all persons, despite individual differences, in physical activity settings								X	X	X	X	X	X	X
8	Develop and apply skills needed for resolving conflicts peacefully	X	X	X	X	X	X	X							
9	Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same								X	X	X	X	X	X	X
10	Express and identify feelings about participating in physical activity and begin to make choices based on those feelings	X	X	X	X	X	X	X							
11	Make decisions and implement plans to participate in different physical activities based on feelings and interest								X	X	X	X	X	X	X
12	Use creative movement and physical activity as a means of self-expression	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	Demonstrate recognition that physical activity is beneficial to good health	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15	Understand and demonstrate that physical activity and challenges present opportunities for personal growth		X	X	X	X	X	X	X	X	X	X	X	X	X
16	Understand that practicing activities increases skill competencies	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Physical Education Grade Level Expectations

17	Develop individual success and confidence by attempting movement skills and activities with teacher guidance	X	X	X	X	X	X	X								
18	Experiment with new physical activities as part of a personal improvement plan								X	X	X	X	X	X	X	X

Pre-K

I. Motor Skills

1. Demonstrate developmentally mature form in the fundamental movement skills in a closed environment
3. Demonstrate skills to begin to utilize developmentally appropriate fitness activities
5. Explore and adapt fundamental movement skills in a variety of dynamic environments
7. Acquire and explore skilled themes in a variety of movement concepts
9. Participate in several developmentally appropriate activities
11. Demonstrate developmentally appropriate body and special awareness concepts by identifying and demonstrating personal and general space
14. Recognizing critical performance in self and others using movement vocabulary

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
2. Demonstrate an understanding of a variety of movements and how they affect the body
4. Combine a sequence of several motor skills in an organized way

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
6. Demonstrate behaviors that are sensitive to individual differences that can affect group activities
8. Develop and apply skills needed for resolving conflicts peacefully
10. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
16. Understand that practicing activities increases skill competencies
17. Develop individual success and confidence by attempting movement skills and activities with teacher guidance

Kindergarten

I. Motor Skills

1. Demonstrate developmentally mature form in the fundamental movement skills in a closed environment
3. Demonstrate skills to begin to utilize developmentally appropriate fitness activities
5. Explore and adapt fundamental movement skills in a variety of dynamic environments
7. Acquire and explore skilled themes in a variety of movement concepts
9. Participate in several developmentally appropriate activities
11. Demonstrate developmentally appropriate body and special awareness concepts by identifying and demonstrating personal and general space
14. Recognize critical performance in self and others using movement vocabulary

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
2. Demonstrate an understanding of a variety of movements and how they affect the body
4. Combine a sequence of several motor skills in an organized way
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
6. Demonstrate behaviors that are sensitive to individual differences that can affect group activities
8. Develop and apply skills needed for resolving conflicts peacefully
10. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
17. Develop individual success and confidence by attempting movement skills and activities with teacher guidance

Grade 1

I. Motor Skills

1. Demonstrate developmentally mature form in the fundamental movement skills in a closed environment
3. Demonstrate skills to begin to utilize developmentally appropriate fitness activities
5. Explore and adapt fundamental movement skills in a variety of dynamic environments
7. Acquire and explore skilled themes in a variety of movement concepts
9. Participate in several developmentally appropriate activities
11. Demonstrate developmentally appropriate body and special awareness concepts by identifying and demonstrating personal and general space
14. Recognize critical performance in self and others using movement vocabulary

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
2. Demonstrate an understanding of a variety of movements and how they affect the body
4. Combine a sequence of several motor skills in an organized way
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
6. Demonstrate behaviors that are sensitive to individual differences that can affect group activities
8. Develop and apply skills needed for resolving conflicts peacefully
10. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
17. Develop individual success and confidence by attempting movement skills and activities with teacher guidance

Grade 2

I. Motor Skills

1. Demonstrate developmentally mature form in the fundamental movement skills in a closed environment
3. Demonstrate skills to begin to utilize developmentally appropriate fitness activities
5. Explore and adapt fundamental movement skills in a variety of dynamic environments
7. Acquire and explore skilled themes in a variety of movement concepts
9. Participate in several developmentally appropriate activities
11. Demonstrate developmentally appropriate body and special awareness concepts by identifying and demonstrating personal and general space
14. Recognize critical performance in self and others using movement vocabulary

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
2. Demonstrate an understanding of a variety of movements and how they affect the body
4. Combine a sequence of several motor skills in an organized way
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
6. Demonstrate behaviors that are sensitive to individual differences that can affect group activities.
8. Develop and apply skills needed for resolving conflicts peacefully
10. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
17. Develop individual success and confidence by attempting movement skills and activities with teacher guidance

Grade 3

I. Motor Skills

1. Demonstrate developmentally mature form in the fundamental movement skills in a closed environment
3. Demonstrate skills to begin to utilize developmentally appropriate fitness activities
5. Explore and adapt fundamental movement skills in a variety of dynamic environments
7. Acquire and explore skilled themes in a variety of movement concepts
9. Participate in several developmentally appropriate activities
11. Demonstrate developmentally appropriate body and spatial awareness concepts by identifying and demonstrating personal and general space
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
14. Recognize critical performance in self and others using movement vocabulary

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
2. Demonstrate an understanding of a variety of movements and how they affect the body
4. Combine a sequence of several motor skills in an organized way
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
6. Demonstrate behaviors that are sensitive to individual differences that can affect group activities
8. Develop and apply skills needed for resolving conflicts peacefully
10. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
17. Develop individual success and confidence by attempting movement skills and activities with teacher guidance

Grade 4

I. Motor Skills

1. Demonstrate developmentally mature form in the fundamental movement skills in a closed environment
3. Demonstrate skills to begin to utilize developmentally appropriate fitness activities
5. Explore and adapt fundamental movement skills in a variety of dynamic environments
7. Acquire and explore skilled themes in a variety of movement concepts
9. Participate in several developmentally appropriate activities
11. Demonstrate developmentally appropriate body and special awareness concepts by identifying and demonstrating personal and general space
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
14. Recognize critical performance in self and others using movement vocabulary
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
2. Demonstrate an understanding of a variety of movements and how they affect the body
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
6. Demonstrate behaviors that are sensitive to individual differences that can affect group activities
8. Develop and apply skills needed for resolving conflicts peacefully
10. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
17. Develop individual success and confidence by attempting movement skills and activities with teacher guidance

Grade 5

I. Motor Skills

1. Demonstrate developmentally mature form in the fundamental movement skills in a closed environment
3. Demonstrate skills to begin to utilize developmentally appropriate fitness activities
5. Explore and adapt fundamental movement skills in a variety of dynamic environments
7. Acquire and explore skilled themes in a variety of movement concepts
9. Participate in several developmentally appropriate activities
11. Demonstrate developmentally appropriate body and special awareness concepts by identifying and demonstrating personal and general space
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
14. Recognize critical performance in self and others using movement vocabulary
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
2. Demonstrate an understanding of a variety of movements and how they affect the body
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Works independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
6. Demonstrate behaviors that are sensitive to individual differences that can affect group activities
8. Develop and apply skills needed for resolving conflicts peacefully
10. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
17. Develop individual success and confidence by attempting movement skills and activities with teacher guidance

Grade 6

I. Motor Skills

2. Maintain and further develop the fundamental movement skills in closed and/or open environments
4. Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities
6. Use complex movements and problem-solving in a variety of dynamic environments
8. Develop advanced skills in selected physical activities
10. Participate in a variety of authentic games and lifetime physical activities
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
14. Recognize critical performance in self and others using movement vocabulary
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
3. Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
7. Develop strategies for including all persons, despite individual differences, in physical activity settings
9. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
11. Make decisions and implement plans to participate in different physical activities based on feelings and interest
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth

Grade 6 (continued)

III. Personal & Social Interaction (continued)

- 16. Understand that practicing activities increases skill competencies
- 18. Experiment with new physical activities as part of a personal improvement plan

Grade 7

I. Motor Skills

2. Maintain and further develop the fundamental movement skills in closed and/or open environments
4. Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities
6. Use complex movements and problem-solving in a variety of dynamic environments
8. Develop advanced skills in selected physical activities
10. Participate in a variety of authentic games and lifetime physical activities
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
14. Recognize critical performance in self and others using movement vocabulary
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
3. Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
7. Develop strategies for including all persons, despite individual differences, in physical activity settings
9. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
11. Make decisions and implement plans to participate in different physical activities based on feelings and interest
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
18. Experiment with new physical activities as part of a personal improvement plan

Grade 8

I. Motor Skills

2. Maintain and further develop the fundamental movement skills in closed and/or open environments
4. Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities
6. Use complex movements and problem-solving in a variety of dynamic environments
8. Develop advanced skills in selected physical activities
10. Participate in a variety of authentic games and lifetime physical activities
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
14. Recognize critical performance in self and others using movement vocabulary
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
3. Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
7. Develop strategies for including all persons, despite individual differences, in physical activity settings
9. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
11. Make decisions and implement plans to participate in different physical activities based on feelings and interest
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
18. Experiment with new physical activities as part of a personal improvement plan

Grade 9

I. Motor Skills

2. Maintain and further develop the fundamental movement skills in closed and/or open environments
4. Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities
6. Use complex movements and problem-solving in a variety of dynamic environments
8. Develop advanced skills in selected physical activities
10. Participate in a variety of authentic games and lifetime physical activities
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
14. Recognize critical performance in self and others using movement vocabulary
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
3. Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
7. Develop strategies for including all persons, despite individual differences, in physical activity settings
9. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
11. Make decisions and implement plans to participate in different physical activities based on feelings and interest
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth

Grade 9 (continued)

III. Personal & Social Interaction (continued)

- 16. Understand that practicing activities increases skill competencies
- 18. Experiment with new physical activities as part of a personal improvement plan

Grade 10

I. Motor Skills

2. Maintain and further develop the fundamental movement skills in closed and/or open environments
4. Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities
6. Use complex movements and problem-solving in a variety of dynamic environments
8. Develop advanced skills in selected physical activities
10. Participate in a variety of authentic games and lifetime physical activities
12. Utilize developmentally appropriate body and spatial awareness concepts in more complex movement patterns
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
3. Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
7. Develop strategies for including all persons, despite individual differences, in physical activity settings
9. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
11. Make decisions and implement plans to participate in different physical activities based on feelings and interest
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
18. Experiment with new physical activities as part of a personal improvement plan

Grade 11

I. Motor Skills

2. Maintain and further develop the fundamental movement skills in closed and/or open environments
4. Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities.
6. Use complex movements and problem-solving in a variety of dynamic environments
8. Develop advanced skills in selected physical activities
10. Participate in a variety of authentic games and lifetime physical activities
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
3. Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self-control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
7. Develop strategies for including all persons, despite individual differences, in physical activity settings
9. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
11. Make decisions and implement plans to participate in different physical activities based on feelings and interest
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
18. Experiment with new physical activities as part of a personal improvement plan

Grade 12

I. Motor Skills

2. Maintain and further develop the fundamental movement skills in closed and/or open environments
4. Demonstrate competency by applying both basic and more complex skills in a variety of fitness activities.
6. Use complex movements and problem-solving in a variety of dynamic environments
8. Develop advanced skills in selected physical activities
10. Participate in a variety of authentic games and lifetime physical activities
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
15. Use self, peer, teacher and other resources to recognize, suggest and implement performance improvements

II. Physical Fitness

1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis
3. Apply an understanding of the connection between the purpose of movements and their effect on skills and fitness outcomes
5. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex activities
6. Develop individualized goals to promote the development and improvement of physical fitness levels

III. Personal & Social Interaction

1. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations
2. Follow rules, stay on short task with supervision, listen and apply self control
3. Work independently and cooperatively with partners and small groups to complete assigned tasks
4. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities
5. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities
7. Develop strategies for including all persons, despite individual differences, in physical activity settings
9. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same
11. Make decisions and implement plans to participate in different physical activities based on feelings and interest
12. Use creative movement and physical activity as a means of self-expression
13. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships
14. Demonstrate recognition that physical activity is beneficial to good health
15. Understand and demonstrate that physical activity and challenges present opportunities for personal growth
16. Understand that practicing activities increases skill competencies
18. Experiment with new physical activities as part of a personal improvement plan

Health

Units of Instruction

Health Education Topic Matrix

DECISION MAKING		
Grade	Wellness and Safety	Social & Emotional Development
K-3	Embedded topics in physical education and classroom curriculum	Embedded topics in physical education and classroom curriculum
4	<u>Nutrition</u> <ul style="list-style-type: none"> ● Food Guide Pyramid ● Food Choices ● Breakfast <u>Healthy Sleep Habits</u> <u>Human Body</u> <ul style="list-style-type: none"> ● Nervous System ● Muscles, Joints, Bones <u>Heart Health</u> <ul style="list-style-type: none"> ● Respiratory & Circulatory System ● Heart Rate ● Vigorous & Moderate Activity <u>Personal Hygiene</u> <ul style="list-style-type: none"> ● Hand Washing ● Bacteria 	<u>Stress and Anger Management</u> <ul style="list-style-type: none"> ● Identify and Understand Causes ● Coping Strategies
5	<u>Diseases & Viruses</u> <u>Personal Hygiene</u> <u>Puberty</u>	<u>Personal Health</u> <ul style="list-style-type: none"> ● Influences of media, peers, family <u>Communication Skills</u> <u>Emotions</u> <ul style="list-style-type: none"> ● Impact on mood and relationships
6	<u>Substance Abuse Prevention</u> <ul style="list-style-type: none"> ● Types of Substances ● Effects of Substances ● Alternatives <u>Personal Health & Safety</u> <ul style="list-style-type: none"> ● Puberty ● Disease Prevention ● Sun Safety ● Nutrition & Food Safety 	<u>Violence Prevention</u> <ul style="list-style-type: none"> ● Vulnerability ● Child Abuse ● Harassment ● Bullying
7	<u>Substance Abuse Prevention</u> <ul style="list-style-type: none"> ● Attitudes About Self ● Family Influences ● Anti-Drug Decisions <u>Personal Health & Safety</u> <ul style="list-style-type: none"> ● HIV/AIDS ● Sun Safety ● Disease Prevention ● Nutrition – Micro and Macro Nutrients 	<u>Violence Prevention</u> <ul style="list-style-type: none"> ● Influences <ul style="list-style-type: none"> ○ Home ○ School ○ Media ○ Peers

DECISION MAKING		
Grade	Wellness and Safety	Social & Emotional Development
8	<u>Substance Abuse Prevention</u> <ul style="list-style-type: none"> • Underage Drinking • Media Influences <u>Personal Health & Safety</u> <ul style="list-style-type: none"> • Contraception • Disease Prevention • Nutrition and Weight Management • Sun Safety 	<u>Violence Prevention</u> <ul style="list-style-type: none"> • Alternatives <ul style="list-style-type: none"> ○ Conflict Resolution ○ Self-control Skills ○ Refusal Skills
9	<u>Introduction to Health</u> <ul style="list-style-type: none"> • Puberty and Beyond <u>Physical Development</u> <ul style="list-style-type: none"> • Impacts on Development • Impacts on Self and Others <u>Substance Abuse</u> <ul style="list-style-type: none"> • Impacts on Development • Impacts on Self and Others <u>Responsibilities</u> <ul style="list-style-type: none"> • Caring for Others • Caring for Environment 	<u>Introduction to Health</u> <ul style="list-style-type: none"> • Effects on Behavior • Control and Communications Skills • Adolescent Development <u>Emotions</u> <ul style="list-style-type: none"> • Peer and Media Impact <u>Self Esteem</u> <ul style="list-style-type: none"> • Peer and Media Impact <u>Relationships</u>
10	<u>Substance Abuse</u> <ul style="list-style-type: none"> • Common Types of Illegal Drugs • Effects of Drugs <u>Sexually Transmitted Illness</u> <ul style="list-style-type: none"> • Examples of Health Implications 	<u>Natural Highs</u> <ul style="list-style-type: none"> • Physiological Causes • Examples • Benefits
11	<u>Diseases</u> <ul style="list-style-type: none"> • Addictions • Alcoholism • Herpes • AIDS • Generational Patterns <u>Alternative Medicine</u> <ul style="list-style-type: none"> • Traditional Chinese • Wholistic 	<u>Attitude</u> <ul style="list-style-type: none"> • Egoic Mind • Respect • Self-Worth <u>Social Responsibility</u> <ul style="list-style-type: none"> • Role Modeling • Personal Integrity • Caring for Others and the Environment
12	<u>Goal Setting and Attainment</u> <ul style="list-style-type: none"> • Aging • Death and Dying • Substance Use <u>Life Decisions and Events</u> <ul style="list-style-type: none"> • Changes and Needs 	<u>Goal Setting and Attainment</u> <ul style="list-style-type: none"> • College and Career • Marriage • Investments

Health

Grade Level Expectations

I. Wellness & Safety		K	1	2	3	4	5	6	7	8	9	10	11	12
1	Identify characteristics of a trusted adult and demonstrate the ability to seek help	X	X											
2	Demonstrate the ability to locate valid health information, products, and services	X	X	X	X	X	X					X		X
3	Describe, examine and evaluate factors that may influence the selection of health information, products and services					X	X		X			X		X
4	Discuss ways to obtain information about human growth and development from accurate sources				X	X	X	X			X			
5	Analyze and evaluate the validity of health information and the cost to make personal selection of health products and services									X		X		X
6	Obtain and analyze accurate information about human growth and development							X	X	X				
7	Describe personal health behaviors (hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) and how they impact individual well-being	X	X	X	X	X	X							
8	Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death						X	X	X	X	X		X	X
9	Describe similarities and differences between self and others and understand that the body is good and special	X	X											
10	Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body			X	X	X								
11	Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood						X	X	X	X	X		X	X
12	Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems					X	X							

I. Wellness & Safety (continued)

		K	1	2	3	4	5	6	7	8	9	10	11	12
13	Describe and evaluate the impact of personal health behaviors on the functioning of body systems							X	X	X	X		X	X
14	Describe a healthy and safe environment	X	X	X	X									
15	Examine how families, peers and the environment can influence personal health					X	X	X	X	X				
16	Evaluate how families, peers, community members, biology and the environment can influence personal health										X	X	X	X
17	List and explain how personal strategies and preventive health care can prevent/reduce risks and promote well-being						X	X						
18	Identify health problems, injuries and illnesses that can be prevented or treated early		X	X	X	X								X
19	Assess how public health policies and government regulations can influence health promotion and disease prevention												X	X
20	Define the terms communicable (infectious) and non-communicable (non-infectious) diseases and identify ways to help prevent disease (ex-HIV/AIDS, diabetes, cancer, heart disease)					X	X							
21	Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (ex-HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)							X	X	X			X	X
22	Recognize and describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems				X	X	X	X			X		X	
23	Identify and practice ways to prevent disease and other health problems	X	X	X										
24	Discuss germs and their connection to illness	X	X	X										

I. Wellness & Safety (continued)		K	1	2	3	4	5	6	7	8	9	10	11	12
25	Research medical advantages that can influence the prevention and treatment of communicable and non-communicable diseases												X	
26	Describe the physical and emotional changes that occur during puberty					X	X	X			X			
27	Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education							X		X				
28	Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime, from birth to death										X			X
29	Define abstinence, explain the value of postponing sexual activity, and identify the methods of contraception and the effectiveness of each								X	X	X			
30	Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy									X	X			
31	Understand the types and effects of alcohol, tobacco and other drugs on overall health							X						
32	Understand the implications of trust, communication skills, decision-making skills, self-image and family on the use of substances of abuse								X					
33	Discuss the implications of alcohol use on the teenage brain and how it relates specifically to underage drinking. Discuss the use of tobacco, alcohol and other drugs as depicted in the media and the effect of the “First Amendment Rights” of freedom of speech									X				
34	Students will know the affects of legal and illegal drug use on all areas of health											X	X	X

II. Decision-Making		K	1	2	3	4	5	6	7	8	9	10	11	12
1	Discuss and model choices that enhance health	X	X	X	X									
2	Explain, discuss and explore the steps of the decision-making process					X	X	X	X	X				
3	Apply and demonstrate the decision-making process								X			X		X
4	Identify adults who can assist in making health-related decisions	X	X	X	X	X	X							
5	Identify influences on decision-making, such as family, school, peers, and community						X	X	X	X	X			
6	Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process												X	X
7	Discuss and predict outcomes of positive health decisions	X	X	X	X	X	X							
8	Predict how decisions regarding health behaviors have consequences for themselves and others							X	X	X				
9	Predict the immediate and long-term impact of health decisions on the individual, family, school, town and global community										X		X	X
10	Identify long- and short- term goals to develop a healthy lifestyle					X	X	X	X	X				
11	Use the goal-setting process to enhance health potential										X	X		X

III. Social & Emotional Development		K	1	2	3	4	5	6	7	8	9	10	11	12
1	Recognize and explain how media and technology influence personal health behaviors					X	X	X	X	X				
2	Analyze and evaluate the effects of media and technology and other factors on behaviors, self-esteem and beliefs										X	X	X	X
3	Discuss and understand their family roles and responsibilities	X	X	X	X									
4	Describe and examine the influence of family beliefs and cultural beliefs on personal health behaviors					X	X	X						
5	Explain how family, school and peers influence personal health					X	X	X	X	X	X			
6	Evaluate how information from family, school, peers, community and the government influences personal health										X			X
7	Identify and explain how the media may influence messages one may receive about body image					X	X							
8	Identify and explain how the media may influence behaviors and decisions in regard to sexuality							X	X	X				
9	Practice using words to communicate as a means of enhancing health	X	X	X	X									
10	Practice and apply effective verbal and nonverbal communication skills as a means of enhancing health					X	X		X	X				
11	Compare and contrast skills for communicating effectively with family, peers and others										X		X	
12	Describe characteristics of a responsible individual	X	X											
13	Demonstrate characteristics needed to be a responsible individual within their peer group, school, family and community			X	X	X	X	X						
14	Understand and be able to apply standards of their social responsibility											X		X

III. Social & Emotional Development (continued)

		K	1	2	3	4	5	6	7	8	9	10	11	12
15	Practice using words to identify emotions	X	X											
16	Describe emotions and how they can affect an individual's behavior			X	X									
17	Identify ways in which emotions may affect communication, behavior and relationships					X	X	X						
18	Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior										X			
19	Analyze the media influence on behaviors and decisions as it relates to sexuality and gender roles											X		X
20	Identify and demonstrate healthy ways to express needs, wants and feelings	X	X	X	X	X	X							
21	Compare and contrast health ways to express needs, wants and feelings							X	X					
22	Analyze situations and demonstrate healthy ways to express needs, wants and feelings									X				
23	Demonstrate caring and empathy for others	X	X											
24	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others despite differences			X	X	X								
25	Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, intellectual disability, mental disorder and learning and/or physical disability							X	X					

III. Social & Emotional Development (continued)		K	1	2	3	4	5	6	7	8	9	10	11	12
26	Demonstrate understanding and respect for all other humans and life despite our global placement, age, race, species, living area, disabilities, abilities and sexual differences and roles										X		X	X
27	Demonstrate the ability to listen and speak in turn	X	X											
28	Demonstrate active listening skills to build and maintain healthy relationships with peers and family members			X	X	X	X							
29	Use communication skills to build and maintain healthy relationships								X					
30	List examples of conflict and identify causes and ways to deal with it	X	X	X	X									
31	Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships					X	X	X	X	X				
32	Demonstrate strategies for maintaining healthy relationships and solving emotional problems										X		X	X
33	Demonstrate assertive, refusal and compromising skills to enhance healthy relationships										X			
34	Identify and examine the possible causes of conflict among youth in schools and communities					X	X	X	X	X				
35	Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers who assist, when appropriate							X	X	X				
36	Analyze the possible causes of conflict in families, among peers and in schools and communities										X		X	
37	Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate										X	X		

Kindergarten

I. Wellness & Safety

1. Identify characteristics of a trusted adult and demonstrate the ability to seek help
2. Demonstrate the ability to locate valid health information, products, and services
7. Describe personal health behaviors (hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) and how they impact individual well-being
9. Describe similarities and differences between self and others and understand that the body is good and special
14. Describe a healthy and safe environment
23. Identify and practice ways to prevent disease and other health problems
24. Discuss germs and their connection to illness

II. Decision Making

1. Discuss and model choices that enhance health
4. Identify adults who can assist in making health-related decisions
7. Discuss and predict outcomes of positive health decisions

III. Social and Emotional Development

3. Discuss and understand their family roles and responsibilities
9. Practice using words to communicate as a means of enhancing health
12. Describe characteristics of a responsible individual
15. Practice using words to identify emotions
20. Identify and demonstrate healthy ways to express needs, wants and feelings
23. Demonstrate caring and empathy for others
27. Demonstrate the ability to listen and speak in turn
30. List examples of conflict and identify causes and ways to deal with it

Grade 1

I. Wellness & Safety

1. Identify characteristics of a trusted adult and demonstrate the ability to seek help
2. Demonstrate the ability to locate valid health information, products, and services
7. Describe personal health behaviors (hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) and how they impact individual well-being
9. Describe similarities and differences between self and others and understand that the body is good and special
14. Describe a healthy and safe environment
18. Identify health problems, injuries and illnesses that can be prevented or treated early
23. Identify and practice ways to prevent disease and other health problems
24. Discuss germs and their connection to illness

II. Decision Making

1. Discuss and model choices that enhance health
4. Identify adults who can assist in making health-related decisions
7. Discuss and predict outcomes of positive health decisions

III. Social and Emotional Development

3. Discuss and understand their family roles and responsibilities
9. Practice using words to communicate as a means of enhancing health
12. Describe characteristics of a responsible individual
15. Practice using words to identify emotions
20. Identify and demonstrate healthy ways to express needs, wants and feelings
23. Demonstrate caring and empathy for others
27. Demonstrate the ability to listen and speak in turn
30. List examples of conflict and identify causes and ways to deal with it

Grade 2

I. Wellness & Safety

2. Demonstrate the ability to locate valid health information, products, and services
7. Describe personal health behaviors (hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) and how they impact individual well-being
10. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body
14. Describe a healthy and safe environment
18. Identify health problems, injuries and illnesses that can be prevented or treated early
23. Identify and practice ways to prevent disease and other health problems
24. Discuss germs and their connection to illness

II. Decision Making

1. Discuss and model choices that enhance health
4. Identify adults who can assist in making health-related decisions
7. Discuss and predict outcomes of positive health decisions

III. Social and Emotional Development

3. Discuss and understand their family roles and responsibilities
9. Describe similarities and differences between self and others and understand that the body is good and special
13. Demonstrate characteristics needed to be a responsible individual within their peer group, school, family and community
16. Describe emotions and how they can affect an individual's behavior
20. Identify and demonstrate healthy ways to express needs, wants and feelings
24. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others despite differences
28. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members
30. List examples of conflict and identify causes and ways to deal with it

Grade 3

I. Wellness & Safety

2. Demonstrate the ability to locate valid health information, products, and services
4. Discuss ways to obtain information about human growth and development from accurate sources
7. Describe personal health behaviors (hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) and how they impact individual well-being
10. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body
14. Describe a healthy and safe environment
18. Identify health problems, injuries and illnesses that can be prevented or treated early
22. Recognize and describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems

II. Decision Making

1. Discuss and model choices that enhance health
4. Identify adults who can assist in making health-related decisions
7. Discuss and predict outcomes of positive health decisions

III. Social and Emotional Development

3. Discuss and understand their family roles and responsibilities
9. Describe similarities and differences between self and others and understand that the body is good and special
13. Demonstrate characteristics needed to be a responsible individual within their peer group, school, family and community
16. Describe emotions and how they can affect an individual's behavior
20. Identify and demonstrate healthy ways to express needs, wants and feelings
24. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others despite differences
28. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members
30. List examples of conflict and identify causes and ways to deal with it

Grade 4

I. Wellness & Safety

2. Demonstrate the ability to locate valid health information, products, and services
3. Describe, examine and evaluate factors that may influence the selection of health information, products and services
4. Discuss ways to obtain information about human growth and development from accurate sources
7. Describe personal health behaviors (hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) and how they impact individual well-being
10. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body
12. Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems
15. Examine how families, peers and the environment can influence personal health
18. Identify health problems, injuries and illnesses that can be prevented or treated early
20. Define the terms communicable (infectious) and non-communicable (non-infectious) diseases and identify ways to help prevent disease (ex-HIV/AIDS, diabetes, cancer, heart disease)
22. Recognize and describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems
26. Describe the physical and emotional changes that occur during puberty

II. Decision Making

2. Explain, discuss and explore the steps of the decision-making process
4. Identify adults who can assist in making health-related decisions
7. Discuss and predict outcomes of positive health decisions
10. Identify long- and short- term goals to develop a healthy lifestyle

III. Social and Emotional Development

1. Recognize and explain how media and technology influence personal health behaviors
4. Describe and examine the influence of family beliefs and cultural beliefs on personal health behaviors
5. Explain how family school and peers influence personal health
7. Identify and explain how the media may influence messages one may receive about body image
10. Practice and apply effective verbal and nonverbal communication skills as a means of enhancing health
13. Demonstrate characteristics needed to be a responsible individual within their peer group, school, family and community
17. Identify ways in which emotions may affect communication, behavior and relationships
20. Identify and demonstrate healthy ways to express needs, wants and feelings
24. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others despite differences
28. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members
31. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships
34. Identify and examine the possible causes of conflict among youth in schools and communities

Grade 5

I. Wellness & Safety

2. Demonstrate the ability to locate valid health information, products, and services
3. Describe, examine and evaluate factors that may influence the selection of health information, products and services
4. Discuss ways to obtain information about human growth and development from accurate sources
7. Describe personal health behaviors (hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity) and how they impact individual well-being
8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
11. Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood
12. Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems
15. Examine how families, peers and the environment can influence personal health
17. List and explain how personal strategies and preventive health care can prevent/reduce risks and promote well-being
20. Define the terms communicable (infectious) and non-communicable (non-infectious) diseases and identify ways to help prevent disease (ex-HIV/AIDS, diabetes, cancer, heart disease)
22. Recognize and describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems
26. Describe the physical and emotional changes that occur during puberty

II. Decision Making

2. Explain, discuss and explore the steps of the decision-making process
4. Identify adults who can assist in making health-related decisions
5. Identify influences on decision-making, such as family, school, peers, and community
7. Discuss and predict outcomes of positive health decisions
10. Identify long- and short- term goals to develop a healthy lifestyle

III. Social and Emotional Development

1. Recognize and explain how media and technology influence personal health behaviors
4. Describe and examine the influence of family beliefs and cultural beliefs on personal health behaviors
5. Explain how family school and peers influence personal health
7. Identify and explain how the media may influence messages one may receive about body image
10. Practice and apply effective verbal and nonverbal communication skills as a means of enhancing health
13. Demonstrate characteristics needed to be a responsible individual within their peer group, school, family and community
17. Identify ways in which emotions may affect communication, behavior and relationships
20. Identify and demonstrate healthy ways to express needs, wants and feelings

Grade 5 (continued)

III. Social and Emotional Development (continued)

28. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members
31. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships.
34. Identify and examine the possible causes of conflict among youth in schools and communities

Grade 6

I. Wellness & Safety

4. Discuss ways to obtain information about human growth and development from accurate sources
6. Obtain and analyze accurate information about human growth and development
8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
11. Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood
13. Describe and evaluate the impact of personal health behaviors on the functioning of body systems.
15. Examine how families, peers and the environment can influence personal health
17. List and explain how personal strategies and preventive health care can prevent/reduce risks and promote well-being
21. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (ex-HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)
22. Recognize and describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems
26. Describe the physical and emotional changes that occur during puberty
27. Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education
31. Understand the types and effects of alcohol, tobacco and other drugs on overall health

II. Decision Making

2. Explain, discuss and explore the steps of the decision-making process
5. Identify influences on decision-making, such as family, school, peers, and community
8. Predict how decisions regarding health behaviors have consequences for themselves and others
10. Identify long- and short- term goals to develop a healthy lifestyle

III. Social and Emotional Development

1. Recognize and explain how media and technology influence personal health behaviors
4. Describe and examine the influence of family beliefs and cultural beliefs on personal health behaviors
5. Explain how family school and peers influence personal health
8. Identify and explain how the media may influence behaviors and decisions in regard to sexuality
13. Demonstrate characteristics needed to be a responsible individual within their peer group, school, family and community
17. Identify ways in which emotions may affect communication, behavior and relationships
21. Compare and contrast health ways to express needs, wants and feelings
25. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, intellectual disability, mental disorder and learning and/or physical disability

Grade 6 (continued)

III. Social and Emotional Development (continued)

31. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships
34. Identify and examine the possible causes of conflict among youth in schools and communities
35. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers who assist, when appropriate

Grade 7

I. Wellness & Safety

3. Describe, examine and evaluate factors that may influence the selection of health information, products and services
6. Obtain and analyze accurate information about human growth and development
8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
11. Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood
13. Describe and evaluate the impact of personal health behaviors on the functioning of body systems
15. Examine how families, peers and the environment can influence personal health
21. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (ex-HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)
29. Define abstinence, explain the value of postponing sexual activity, and identify the methods of contraception and the effectiveness of each
32. Understand the implications of trust, communication skills, decision making skills, self-image and family on the use of substances of abuse

II. Decision Making

2. Explain, discuss and explore the steps of the decision-making process
3. Apply and demonstrate the decision-making process
5. Identify influences on decision-making, such as family, school, peers, and community.
8. Predict how decisions regarding health behaviors have consequences for themselves and others
10. Identify long- and short- term goals to develop a healthy lifestyle

III. Social and Emotional Development

1. Recognize and explain how media and technology influence personal health behaviors
5. Explain how family, school and peers influence personal health
8. Identify and explain how the media may influence behaviors and decisions in regard to sexuality
10. Practice and apply effective verbal and nonverbal communication skills as a means of enhancing health
21. Compare and contrast health ways to express needs, wants and feelings
25. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, intellectual disability, mental disorder and learning and/or physical disability
29. Use communication skills to build and maintain healthy relationships
31. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships
34. Identify and examine the possible causes of conflict among youth in schools and communities
35. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers who assist, when appropriate

Grade 8

I. Wellness & Safety

5. Analyze and evaluate the validity of health information and the cost to make personal selection of health products and services
6. Obtain and analyze accurate information about human growth and development
8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
11. Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood
13. Describe and evaluate the impact of personal health behaviors on the functioning of body systems
15. Examine how families, peers and the environment can influence personal health
21. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (ex-HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)
27. Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education
29. Define abstinence, explain the value of postponing sexual activity, and identify the methods of contraception and the effectiveness of each.
30. Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy
33. Discuss the implications of alcohol use on the teenage brain and how it relates specifically to underage drinking. Discuss the use of tobacco, alcohol and other drugs as depicted in the media and the effect of the “First Amendment Rights” of freedom of speech

II. Decision Making

2. Explain, discuss and explore the steps of the decision-making process
5. Analyze and evaluate the validity of health information and the cost to make personal selection of health products and services
8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
10. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body

III. Social and Emotional Development

1. Recognize and explain how media and technology influence personal health behaviors
5. Explain how family, school and peers influence personal health
8. Identify and explain how the media may influence behaviors and decisions in regard to sexuality
10. Practice and apply effective verbal and nonverbal communication skills as a means of enhancing health
22. Analyze situations and demonstrate healthy ways to express needs, wants and feelings
31. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships
34. Identify and examine the possible causes of conflict among youth in schools and communities
35. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers who assist, when appropriate

Grade 9

I. Wellness & Safety

4. Discuss ways to obtain information about human growth and development from accurate sources
8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
11. Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood
13. Describe and evaluate the impact of personal health behaviors on the functioning of body systems
16. Evaluate how families, peers, community members, biology and the environment can influence personal health
22. Recognize and describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems
26. Describe the physical and emotional changes that occur during puberty
28. Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime, from birth to death
29. Define abstinence, explain the value of postponing sexual activity and identify the methods of contraception and the effectiveness of each
30. Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy

II. Decision Making

5. Identify influences on decision-making, such as family, school, peers, and community
9. Predict the immediate and long-term impact of health decisions on the individual, family, school, town and global community
11. Use the goal-setting process to enhance health potential

III. Social and Emotional Development

2. Analyze and evaluate the effects of media and technology and other factors on behaviors, self-esteem and beliefs
5. Explain how family, school and peers influence personal health
6. Evaluate how information from family, school, peers, community and the government influences personal health
11. Compare and contrast skills for communicating effectively with family, peers and others
18. Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior
26. Demonstrate understanding and respect for all other humans and life despite our global placement, age, race, species, living area, disabilities, abilities and sexual differences and roles
32. Demonstrate strategies for maintaining healthy relationships and solving emotional problems
33. Demonstrate assertive, refusal and compromising skills to enhance healthy relationships
36. Analyze the possible causes of conflict in families, among peers and in schools and communities
37. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate

Grade 10

I. Wellness & Safety

2. Demonstrate the ability to locate valid health information, products, and services
3. Describe, examine and evaluate factors that may influence the selection of health information, products and services
5. Analyze and evaluate the validity of health information and the cost to make personal selection of health products and services
16. Evaluate how families, peers, community members, biology and the environment can influence personal health
34. Students will know the effects of legal and illegal drug use on all areas of health

II. Decision Making

3. Apply and demonstrate the decision-making process
11. Use the goal setting process to enhance health potential

III. Social and Emotional Development

2. Analyze and evaluate the effects of media and technology and other factors on behaviors, self-esteem and beliefs
14. Understand and be able to apply standards of their social responsibility
19. Analyze the media influence on behaviors and decisions as it relates to sexuality and gender roles
37. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate

Grade 11

I. Wellness & Safety

8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
11. Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood
13. Describe and evaluate the impact of personal health behaviors on the functioning of body systems
16. Evaluate how families, peers, community members, biology and the environment can influence personal health
19. Assess how public health policies and government regulations can influence health promotion and disease prevention
21. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (ex-HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)
22. Recognize and describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems
25. Research medical advantages that can influence the prevention and treatment of communicable and non-communicable diseases
34. Students will know the affects of legal and illegal drug use on all areas of health

II. Decision Making

6. Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process
9. Predict the immediate and long-term impact of health decisions on the individual, family, school, town and global community

III. Social and Emotional Development

2. Analyze and evaluate the effects of media and technology and other factors on behaviors, self-esteem and beliefs
11. Compare and contrast skills for communicating effectively with family, peers and others
26. Demonstrate understanding and respect for all other humans and life despite our global placement, age, race, species, living area, disabilities, abilities and sexual differences and roles
32. Demonstrate strategies for maintaining healthy relationships and solving emotional problems
36. Analyze the possible causes of conflict in families, among peers and in schools and communities

Grade 12

I. Wellness & Safety

2. Demonstrate the ability to locate valid health information, products, and services
3. Describe, examine and evaluate factors that may influence the selection of health information, products and services
5. Analyze and evaluate the validity of health information and the cost to make personal selection of health products and services
8. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
11. Describe the interrelationship of mental, emotional, social and physical health from pre-adolescence through adulthood
13. Describe and evaluate the impact of personal health behaviors on the functioning of body systems
16. Evaluate how families, peers, community members, biology and the environment can influence personal health
18. Identify health problems, injuries and illnesses that can be prevented or treated early
19. Assess how public health policies and government regulations can influence health promotion and disease prevention
21. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (ex-HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)
28. Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime, from birth to death
34. Students will know the affects of legal and illegal drug use on all areas of health

II. Decision Making

3. Apply and demonstrate the decision-making process
6. Demonstrate the ability to make health-enhancing decisions using the collaborative decision-making process
9. Predict the immediate and long-term impact of health decisions on the individual, family, school, town and global community
11. Use the goal-setting process to enhance health potential

III. Social and Emotional Development

2. Analyze and evaluate the effects of media and technology and other factors on behaviors, self-esteem and beliefs
6. Evaluate how information from family, school, peers, community and the government influences personal health
14. Understand and be able to apply standards of their social responsibility
19. Analyze the media influence on behaviors and decisions as it relates to sexuality and gender roles
26. Demonstrate understanding and respect for all other humans and life despite our global placement, age, race, species, living area, disabilities, abilities and sexual differences and roles
32. Demonstrate strategies for maintaining healthy relationships and solving emotional problems

Instructional Support

Assessment

Appendix