

Hillside Township School District

## **Physical Education & Health Curriculum**

**Grades K-8**

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## District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Core Curriculum Content Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

## Academic Area Overview

The Hillside Public Schools is committed to excellence. Schools have enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old “hygiene and gym class.” Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

**Quality health education and physical education programs promote each student’s optimum physical, mental, emotional, and social development.** Effective programs are grounded in scientifically based research and public health knowledge. They are student-centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

**Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities.** These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally, ethnically, and gender sensitive.

**Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life.** Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors—in the classroom, the gym or cafeteria, or on the playground.

**Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information.** For example, using heart rate monitors makes aerobic exercise safer and more productive by helping the teacher and student individualize participation in physical activity. As a form of authentic assessment, this teaching tool enhances interdisciplinary technological instruction while allowing for a more objective estimation of a student’s effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

**Quality programs are student-centered and interactive—that is, teachers encourage classroom discussion, research, modeling, and skill practice.** Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1998). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well-versed in current health issues and resources, challenge students to take responsibility for their own health. Providing information is not enough. Information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

## **RATIONALE**

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to the health related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001).

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute to many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

## **Equality and Equity in Curriculum**

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# Physical Education & Health Curriculum

## GRADE K, 1 & 2

### Standard 2.1 Wellness

*ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 2, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Personal Health</b> <ol style="list-style-type: none"> <li>1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.</li> <li>2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Growth and Development</b> <ol style="list-style-type: none"> <li>1. Name and locate body organs and parts.</li> <li>2. Describe how children are alike and how they are different.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Nutrition</b> <ol style="list-style-type: none"> <li>1. Explain why some foods are healthier to eat than others.</li> <li>2. Sort foods according to food groups and food sources.</li> <li>3. Explain what information can be found on food and product labels.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Diseases and Health Conditions</b> <ol style="list-style-type: none"> <li>1. Explain why diseases and health conditions need to be detected and treated early.</li> <li>2. Explain the difference between communicable and non-communicable diseases.</li> <li>3. Discuss common symptoms of diseases and health conditions.</li> <li>4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs and not sharing cups, hats, or combs.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50

<p><b>E. Safety</b></p> <ol style="list-style-type: none"> <li>1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.</li> <li>2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.</li> <li>3. Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.</li> <li>4. Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults.</li> <li>5. Identify warning labels found on medicines and household products.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>F. Social and Emotional Health</b></p> <ol style="list-style-type: none"> <li>1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.</li> <li>2. Recognize various emotions and demonstrate sympathy and empathy.</li> <li>3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.</li> <li>4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

## Standard 2.2 Integrated Skills

*ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

**Building upon the knowledge gained in preceding grades, by the end of Grade 2, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Communication</b> 1. Identify sources of health information. 2. Express ideas and opinions about wellness issues. 3. Explain when and how to use refusal skills in health and safety situations. 4. Demonstrate effective communication and listening skills.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Decision Making</b> 1. Explain the steps to making an effective health decision. 2. Discuss how parents, peers, and the media influence health decisions.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Planning and Goal Setting</b> 1. Develop a wellness goal and explain why setting a goal is important.	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Character Development</b> 1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.	See Recommended Textbooks & Other Resources Pg. 50
<b>E. Leadership, Advocacy, and Service</b> 1. Act as a leader and a follower. 2. Identify factors that lead to group success and help solve group problems. 3. Motivate group members to work together and provide constructive feedback. 4. Demonstrate respect for varying ideas and opinions. 5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.	See Recommended Textbooks & Other Resources Pg. 50

**F. Health Services and Careers**

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.
2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.3 Drugs and Medicines

*ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 2, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Medicines</b> 1. Identify different kinds of medicines. 2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy. 3. Discuss basic rules when taking medicines.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Alcohol, Tobacco and Other Drugs</b> 1. Define drug and give examples of harmful and/or illegal drugs. 2. Explain that tobacco use contributes to lung diseases and fires. 3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers. 4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes 5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Dependency/Addiction and Treatment</b> 1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs. 2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.4 Human Relationships and Sexuality

*ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

**Building upon the knowledge gained in preceding grades, by the end of Grade 2, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Relationships</b> 1. Identify different kinds of families and explain that families may differ for many reasons. 2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family. 3. Explain that families experiencing a change or crisis can get help if they need it. 4. Define friendship and explain that friends are important throughout life. 5. Identify appropriate ways for children to show affection and caring.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Sexuality</b> 1. Explain the physical differences and similarities of the genders.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Pregnancy and Parenting</b> 1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.	See Recommended Textbooks & Other Resources Pg. 15

## Standard 2.5 Motor Skill Development

*ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 2, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Movement Skills</b> <ol style="list-style-type: none"><li>1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.</li><li>2. Demonstrate smooth transitions between sequential movement skills used in combination.</li><li>3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.</li><li>4. Move in personal and general space at different levels, directions, and pathways.</li><li>5. Respond in movement to changes in tempo, beat, rhythm, or musical style.</li><li>6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.</li><li>7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.</li><li>8. Respond appropriately to verbal and visual cues during physical activity.</li><li>9. Correct movement errors in response to feedback.</li><li>10. Demonstrate the use of creative movement in response to music, poetry, or stories.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Movement Concepts</b> <ol style="list-style-type: none"><li>1. Identify body planes and parts.</li><li>2. Explain how changes in direction, pathways and levels can alter movement.</li><li>3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.</li><li>4. Distinguish between personal and general space.</li><li>5. Explain verbal and visual cues used to improve skill performance.</li><li>6. Define and use basic movement vocabulary to describe physical activity.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<b>C. Strategy</b> 1. Differentiate between competitive and cooperative strategies.	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Sportsmanship, Rules, and Safety</b> 1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation. 2. Follow basic activity and safety rules and explain why they are important. 3. Explain that practice and being healthy contribute to safe and improved performance.	See Recommended Textbooks & Other Resources Pg. 50
<b>E. Sport Psychology</b> 1. Explain that mental attitude influences physical performance.	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.6 Fitness

*ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 2, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Fitness and Physical Activity</b> 1. Identify the components of health-related and skill-related fitness and identify activities that develop each component. 2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Training</b> 1. Explain that too much or not enough exercise can be harmful. 2. Explain that participation in regular physical activity contributes to wellness.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Achieving and Assessing Fitness</b> 1. Engage in moderate to vigorous physical activity that develops all components of fitness. 2. Monitor heart rate and breathing before, during, and after exercise. 3. Develop a fitness goal and monitor achievement of the goal.	See Recommended Textbooks & Other Resources Pg. 50

# Physical Education & Health Curriculum

## GRADE 3-4

### Standard 2.1 Wellness

*ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 4, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Personal Health</b> 1. Describe the physical, social, and emotional dimensions of wellness. 2. Describe and demonstrate personal hygiene practices that support wellness. 3. Analyze the impact of health choices and behaviors on wellness.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Growth and Development</b> 1. Describe the structure and function of human body systems. 2. Describe each human life stage and the physical changes that occur at each stage. 3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Nutrition</b> 1. Differentiate between healthy and unhealthy eating patterns. 2. Classify foods by food group, food source, nutritional content, and nutritional value. 3. Interpret food product labels. 4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.	See Recommended Textbooks & Other Resources Pg. 50

<p><b>D. Diseases and Health Conditions</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of the early detection of diseases and health conditions.</li> <li>2. Investigate ways to treat common childhood diseases and health conditions.</li> <li>3. Explain that some diseases and health conditions are preventable and some are not.</li> <li>4. Describe the signs and symptoms of diseases and health conditions common in children.</li> <li>5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.</li> <li>6. Discuss myths and facts about mental illness.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>E. Safety</b></p> <ol style="list-style-type: none"> <li>1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.</li> <li>2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.</li> <li>3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.</li> <li>4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>F. Social and Emotional Health</b></p> <ol style="list-style-type: none"> <li>1. Describe basic human needs and how individuals and families attempt to meet those needs.</li> <li>2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.</li> <li>3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

## Standard 2.2 Integrated Skills

*ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

**Building upon the knowledge gained in preceding grades, by the end of Grade 4, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Communication</b> 1. Explain how to determine the validity and reliability of a health resource. 2. Present health information, orally and in writing, to peers. 3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness. 4. Identify and employ ways to improve listening skills. 5. Explain how to identify a health problem or issue for possible research.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Decision Making</b> 1. Outline the steps to making an effective decision. 2. Discuss how parents, peers, and the media influence health decisions and behaviors. 3. Describe situations that might require a decision about health and safety.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Planning and Goal Setting</b> 1. Develop a personal health goal and track progress. 2. Describe ways to support the achievement of health goals.	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Character Development</b> 1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship. 2. Discuss how an individual's character positively impacts individual and group goals and success.	See Recommended Textbooks & Other Resources Pg. 50

<p><b>E. Leadership, Advocacy, and Service</b></p> <ol style="list-style-type: none"> <li>1. Describe and demonstrate the characteristics of an effective leader.</li> <li>2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.</li> <li>3. Demonstrate respect for the opinions and abilities of group members.</li> <li>4. Develop and articulate group goals.</li> <li>5. Develop a position on a wellness issue.</li> <li>6. Discuss laws and regulations created to enhance wellness.</li> <li>7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>F. Health Services and Careers</b></p> <ol style="list-style-type: none"> <li>1. Describe health and fitness services provided in the school and community.</li> <li>2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.</li> <li>3. Discuss wellness and fitness careers.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

## Standard 2.3 Drugs and Medicines

*ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 4, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Medicines</b> 1. Distinguish between over-the-counter and prescription medicines. 2. Identify commonly used medicines and discuss why they are used. 3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Alcohol, Tobacco, and Other Drugs</b> 1. Explain why it is illegal to use or possess certain drugs/substances. 2. Describe the short- and long-term physical effects of tobacco use. 3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers. 4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse. 5. Identify the physical and behavioral effects of marijuana use. 6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Dependency/Addiction and Treatment</b> 1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs. 2. Identify where individuals with a substance abuse problem can get help. 3. Differentiate among drug use, abuse, and misuse. 4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.4 Human Relationships and Sexuality

*ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

**Building upon the knowledge gained in preceding grades, by the end of Grade 4, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Relationships</b> 1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits. 2. Compare the roles, rights, and responsibilities of various family members. 3. Discuss ways that families adjust to changes in the nature or structure of the family. 4. Discuss how culture and tradition influence personal and family development. 5. Discuss factors that support healthy relationships with friends and family. 6. Describe the characteristics of a friend. 7. Describe appropriate ways to show affection and caring.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Sexuality</b> 1. Describe the physical, social, and emotional changes occurring at puberty. 2. Discuss why puberty begins and ends at different ages for different people.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Pregnancy and Parenting</b> 1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy. 2. Discuss how the health of the birth mother impacts the development of the fetus.	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.5 Motor Skill Development

*ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 4, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Movement Skills</b> <ol style="list-style-type: none"><li>1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.</li><li>2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).</li><li>3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.</li><li>4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.</li><li>5. Respond to multiple changes in rhythm, tempo, beat, and musical style.</li><li>6. Change the effort or range of a movement skill or combination to improve performance.</li><li>7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.</li><li>8. Respond appropriately to visual and verbal cues during physical activity.</li><li>9. Correct movement errors in response to feedback and explain how the change improves performance.</li><li>10. Apply a learned skill to another movement setting.</li><li>11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<b>B. Movement Concepts</b> <ol style="list-style-type: none"> <li>1. Discuss the importance of proper body mechanics when performing movement skills.</li> <li>2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.</li> <li>3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps).</li> <li>4. Discuss ways to refine and increase control when performing movement skills.</li> <li>5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).</li> <li>6. Explain how a movement skill can be used in another movement setting.</li> <li>7. Give examples of verbal and visual cues used to improve movement skill performance.</li> <li>8. Define and use skill- and activity-specific vocabulary.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Strategy</b> <ol style="list-style-type: none"> <li>1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Sportsmanship, Rules and Safety</b> <ol style="list-style-type: none"> <li>1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.</li> <li>2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.</li> <li>3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>E. Sport Psychology</b> <ol style="list-style-type: none"> <li>1. Describe a variety of mental strategies used to prepare for physical activity.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.6 Fitness

*ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 4, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Fitness and Physical Activity</b> 1. Discuss the physical, social, and emotional benefits of regular physical activity. 2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component. 3. Describe how body systems respond to vigorous exercise. 4. Discuss factors such as heredity, training, and diet that influence fitness. 5. Describe how technology has improved fitness activities.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Training</b> 1. Discuss the importance of regular physical activity. 2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity. 3. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Achieving and Assessing Fitness</b> 1. Engage in moderate to vigorous physical activity that develops all components of fitness. 2. Maintain continuous aerobic activity for a specified time period. 3. Monitor physiological responses before, during, and after exercise. 4. Develop a health-related fitness goal and use technology to track fitness status. 5. Demonstrate age and gender-specific progress towards improving each component of fitness. 6. Demonstrate safe and appropriate techniques while engaging in fitness activities.	See Recommended Textbooks & Other Resources Pg. 50

# Physical Education & Health Curriculum

## GRADE 5-6

### Standard 2.1 Wellness

*ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 6, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Personal Health</b> <ol style="list-style-type: none"><li>1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.</li><li>2. Describe the appropriate use of healthcare and personal hygiene products.</li><li>3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.</li><li>4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.</li><li>5. Discuss how technology impacts wellness.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Growth and Development</b> <ol style="list-style-type: none"><li>1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.</li><li>2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.</li><li>3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<p><b>C. Nutrition</b></p> <ol style="list-style-type: none"> <li>1. Discuss factors that influence food choices.</li> <li>2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.</li> <li>3. Analyze nutrition information on food packages and labels.</li> <li>4. Discuss the short- and long-term benefits and risks associated with nutritional choices.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>D. Diseases and Health Conditions</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast methods used to diagnose and treat diseases and health conditions.</li> <li>2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.</li> <li>3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.</li> <li>4. Discuss the use of public health strategies to prevent diseases and health conditions.</li> <li>5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>E. Safety</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.</li> <li>2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.</li> <li>3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.</li> <li>4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

<p><b>F. Social and Emotional Health</b></p> <ol style="list-style-type: none"> <li>1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.</li> <li>2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.</li> <li>3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.</li> <li>4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.</li> <li>5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</li> <li>6. Discuss how stereotyping might influence one's goals, choices, and behaviors.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
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## Standard 2.2 Integrated Skills

*ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

**Building upon the knowledge gained in preceding grades, by the end of Grade 6, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Communication</b> 1. Summarize health information from a variety of valid and reliable health resources. 2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience. 3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness. 4. Describe and demonstrate active and reflective listening. 5. Compare and contrast the economic and social purposes of health messages presented in the media.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Decision Making</b> 1. Demonstrate effective decision making in health and safety situations. 2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices. 3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made. 4. Explain how personal ethics influence decision making.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Planning and Goal Setting</b> 1. Use health data and information to formulate health goals. 2. Develop strategies to support the achievement of short- and long-term health goals.	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Character Development</b> 1. Describe actions and situations that show evidence of good character. 2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.	See Recommended Textbooks & Other Resources Pg. 50

<p><b>E. Leadership, Advocacy, and Service</b></p> <ol style="list-style-type: none"> <li>1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.</li> <li>2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.</li> <li>3. Develop and articulate a group's goals and vision.</li> <li>4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.</li> <li>5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.</li> <li>6. Formulate and express a position on health issues and educate peers about the health issue or cause.</li> <li>7. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>F. Health Services and Careers</b></p> <ol style="list-style-type: none"> <li>1. Categorize health and fitness services available in the school and community and demonstrate how to access them.</li> <li>2. Investigate health and fitness career opportunities.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

## Standard 2.3 Drugs and Medicines

*ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 6, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Medicines</b> 1. Discuss factors to consider when choosing an over-the-counter medicine. 2. Discuss medicines used to treat common diseases and health conditions. 3. Discuss the safe administration and storage of over-the-counter and prescription medicines. 4. Describe factors that impact the effectiveness of a medicine.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Alcohol, Tobacco, and Other Drugs</b> 1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease. 2. Describe ways to reduce the health impact of tobacco smoke on non-smokers. 3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries. 4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death. 5. Discuss the classifications of illegal drugs and controlled substances and give examples of each. 6. Describe the physical and behavioral effects of each classification of drugs. 7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.	See Recommended Textbooks & Other Resources Pg. 50

<p><b>C. Dependency/Addiction and Treatment</b></p> <ol style="list-style-type: none"> <li>1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/ addiction.</li> <li>2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.</li> <li>3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.</li> <li>4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
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## Standard 2.4 Human Relationships and Sexuality

*ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

**Building upon the knowledge gained in preceding grades, by the end of Grade 6, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Relationships</b> 1. Compare and contrast the interconnected and cooperative roles of family members. 2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs. 3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it. 4. Describe how peer relationships may change during adolescence. 5. Discuss different forms of dating and explain the role of dating in personal growth.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Sexuality</b> 1. Describe the individual growth patterns of males and females during adolescence. 2. Discuss strategies to remain abstinent and resist pressures to become sexually active. 3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity. 4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy. 5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them. 6. Discuss how parents, peers, and the media influence attitudes about sexuality.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Pregnancy and Parenting</b> 1. Discuss fertilization, embryonic development, and fetal development. 2. Describe the signs and symptoms of pregnancy. 3. Recommend prenatal practices that support a healthy pregnancy. 4. Discuss the potential challenges faced by adolescent parents and their families. 5. Recommend sources of information and help for parents.	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.5 Motor Skill Development

*ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 6, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Movement Skills</b> <ol style="list-style-type: none"><li>1. Demonstrate developmentally appropriate form when using movement skills in applied settings.</li><li>2. Demonstrate the use of force and motion to impact the quality of physical movement.</li><li>3. Employ the principles of space, effort, and relationships to modify movement.</li><li>4. Modify movement in response to dynamic, interactive environments.</li><li>5. Use visual and verbal cues to improve performance during a physical activity.</li><li>6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.</li><li>7. Apply a learned skill to another movement setting.</li><li>8. Perform planned movement sequences based on a theme and using rhythm or music.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Movement Concepts</b> <ol style="list-style-type: none"><li>1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.</li><li>2. Discuss how the principles of force and motion impact the quality of movement.</li><li>3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.</li><li>4. Describe how to refine and increase control when performing movement skills.</li><li>5. Discuss how to modify movement in response to dynamic, interactive environments.</li><li>6. Analyze how a movement skill can be transferred to another movement setting.</li><li>7. Discuss how practice, regular participation, and appropriate feedback improve performance.</li><li>8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<b>C. Strategy</b> 1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Sportsmanship, Rules, and Safety</b> 1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment. 2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities. 3. Select, use, and care for equipment used during physical activity.	See Recommended Textbooks & Other Resources Pg. 50
<b>E. Sport Psychology</b> 1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.6 Fitness

*ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 6, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Fitness and Physical Activity</b> <ol style="list-style-type: none"><li>1. Describe the physical, social, and emotional benefits of regular physical activity.</li><li>2. Differentiate among activities that improve skill fitness versus health-related fitness.</li><li>3. Describe how body systems adapt over time to regular physical activity.</li><li>4. Describe how gender, age, heredity, training, and health behaviors impact fitness.</li><li>5. Investigate technological advances that impact physical activity and fitness.</li><li>6. Describe the relationship between physical activity, healthy eating, and body composition.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Training</b> <ol style="list-style-type: none"><li>1. Discuss the relationship between practice, training, and injury prevention.</li><li>2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.</li><li>3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.</li><li>4. Describe the physical and behavioral effects of anabolic steroids and other performance Enhancing substances and discuss legal and competition issues related to their use.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<p><b>C. Achieving and Assessing Fitness</b></p> <ol style="list-style-type: none"> <li>1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.</li> <li>2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.</li> <li>3. Monitor physiological indicators before, during, and after exercise.</li> <li>4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.</li> <li>5. Demonstrate age- and gender-specific progress towards improving each component of fitness.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
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# Physical Education & Health Curriculum

## GRADE 7-8

### Standard 2.1 Wellness

*ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 8, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Personal Health</b> 1. Describe the appropriate selection and use of healthcare and personal hygiene products. 2. Evaluate the impact of health behaviors and choices on personal and family wellness. 3. Interpret health data to make predictions about wellness. 4. Investigate how technology and medical advances impact wellness.	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Growth and Development</b> 1. Discuss how body systems are interdependent and interrelated. 2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness. 3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Nutrition</b> 1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance. 2. Describe healthy ways to lose, gain, or maintain weight. 3. Describe the impact of nutrients on the functioning of human body systems. 4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.	See Recommended Textbooks & Other Resources Pg. 50

<p><b>D. Diseases and Health Conditions</b></p> <ol style="list-style-type: none"> <li>1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.</li> <li>2. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited.</li> <li>3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.</li> <li>4. Analyze local and state public health efforts to prevent and control diseases and health conditions.</li> <li>5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>E. Safety</b></p> <ol style="list-style-type: none"> <li>1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.</li> <li>2. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.</li> <li>3. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.</li> <li>4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.</li> <li>5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

<p><b>F. Social and Emotional Health</b></p> <ol style="list-style-type: none"> <li>1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.</li> <li>2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.</li> <li>3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.</li> <li>4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism and violence.</li> <li>5. Debate the consequences of conflict and violence on the individual, the family and the community.</li> <li>6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.</li> <li>7. Analyze how culture influences the ways families and groups cope with crisis and change.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
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## Standard 2.2 Integrated Skills

*ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

**Building upon the knowledge gained in preceding grades, by the end of Grade 8, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Communication</b> <ol style="list-style-type: none"><li>1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.</li><li>2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.</li><li>3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.</li><li>4. Assess the use of active and reflective listening.</li><li>5. Analyze the economic and political purposes and impacts of health messages found in the media.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Decision Making</b> <ol style="list-style-type: none"><li>1. Demonstrate and assess the use of decision-making skills in health and safety situations.</li><li>2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.</li><li>3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.</li><li>4. Discuss how ethical decision making requires careful thought and action.</li><li>5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<b>C. Planning and Goal Setting</b> 1. Analyze factors that support or hinder the achievement of personal health goals.	See Recommended Textbooks & Other Resources Pg. 50
<b>D. Character Development</b> 1. Analyze how character development can be enhanced and supported by individual, group, and team activities. 2. Compare and contrast the characteristics of various role models and the core ethical values they represent. 3. Explain how community and public service supports the development of core ethical values. 4. Analyze personal and group adherence to student codes of conduct.	See Recommended Textbooks & Other Resources Pg. 50
<b>E. Leadership, Advocacy, and Service</b> 1. Demonstrate the ability to function effectively in both leadership and supportive roles. 2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments. 3. Develop and articulate a group's goals, shared values, and vision. 4. Plan and implement volunteer activities to benefit a health organization or cause. 5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.	See Recommended Textbooks & Other Resources Pg. 50
<b>F. Health Services and Careers</b> 1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs. 2. Compare and contrast preparation and job requirements for health and fitness careers.	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.3 Drugs and Medicines

*ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 8, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Medicines</b> 1. Compare and contrast commonly used over-the-counter medicines. 2. Classify commonly administered medicines and describe the potential side effects of each classification. 3. Recommend safe practices for the use of prescription medicines. 4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.	See Recommended Textbooks & Other Resources Pg. 50

<p><b>B. Alcohol, Tobacco, and Other Drugs</b></p> <ol style="list-style-type: none"> <li>1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.</li> <li>2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.</li> <li>3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.</li> <li>4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.</li> <li>5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.</li> <li>6. Compare and contrast the physical and behavioral effects of each classification of drugs.</li> <li>7. Analyze health risks associated with injecting drug use.</li> <li>8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.</li> <li>9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>C. Dependency/Addiction and Treatment</b></p> <ol style="list-style-type: none"> <li>1. Analyze the physical, social, and emotional indicators and stages of dependency.</li> <li>2. Discuss ways to quit using substances and discuss factors that support the ability to quit.</li> <li>3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.</li> <li>4. Describe how substance abuse affects the individual, the family, and the community.</li> <li>5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.</li> <li>6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

## Standard 2.4 Human Relationships and Sexuality

*ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

**Building upon the knowledge gained in preceding grades, by the end of Grade 8, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Relationships</b> <ol style="list-style-type: none"><li>1. Compare and contrast the current and historical role of marriage and the family in community and society.</li><li>2. Discuss changes in family structures and the forces that influence change.</li><li>3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.</li><li>4. Discuss factors that enhance and sustain loving, healthy relationships.</li><li>5. Describe how various cultures date or select life partners.</li><li>6. Differentiate among affection, love, commitment, and sexual attraction.</li><li>7. Describe the signs of an unhealthy relationship and develop strategies to end it.</li><li>8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<p><b>B. Sexuality</b></p> <ol style="list-style-type: none"> <li>1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.</li> <li>2. Analyze internal and external pressures to become sexually active.</li> <li>3. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.</li> <li>4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.</li> <li>5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.</li> <li>6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.</li> <li>7. Discuss topics regarding sexual orientation.</li> <li>8. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
<p><b>C. Pregnancy and Parenting</b></p> <ol style="list-style-type: none"> <li>1. Describe fertilization and each stage of embryonic and fetal development.</li> <li>2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.</li> <li>3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.</li> <li>4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.</li> <li>5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.</li> <li>6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.</li> <li>7. Describe effective parenting strategies and resources for help with parenting.</li> <li>8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>

## Standard 2.5 Motor Skill Development

*ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 8, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Movement Skills</b> <ol style="list-style-type: none"><li>1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.</li><li>2. Demonstrate how equilibrium, rotation, and range of motion impact performance</li><li>3. Apply the impact of various applications of force and motion during physical activity.</li><li>4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.</li><li>5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.</li><li>6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.</li><li>7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Movement Concepts</b> <ol style="list-style-type: none"><li>1. Describe how equilibrium, rotation, and range of motion impact performance.</li><li>2. Analyze the application of balance and counterbalance when performing or observing movement skills.</li><li>3. Compare and contrast the use of space and flow in physical activities.</li><li>4. Summarize how movement can be made more interesting, creative, or effective.</li><li>5. Discuss the stages of movement skill development and the importance of practice.</li><li>6. Describe the influence of history and culture on games, sports, and dance.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>C. Strategy</b> <ol style="list-style-type: none"><li>1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<b>D. Sportsmanship, Rules, and Safety</b> <ol style="list-style-type: none"> <li>1. Analyze participant and observer behaviors for evidence of good sportsmanship.</li> <li>2. Employ general- and activity-specific rules and analyze their impact on participation.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>E. Sport Psychology</b> <ol style="list-style-type: none"> <li>1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.</li> </ol>	See Recommended Textbooks & Other Resources Pg. 50

## Standard 2.6 Fitness

*ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.*

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Building upon the knowledge gained in preceding grades, by the end of Grade 8, students will be able to:**

Objective/ Skills	Materials/ Resources/ Strategies
<b>A. Fitness and Physical Activity</b> <ol style="list-style-type: none"><li>1. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.</li><li>2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.</li><li>3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.</li><li>4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.</li><li>5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.</li><li>6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50
<b>B. Training</b> <ol style="list-style-type: none"><li>1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.</li><li>2. Apply training principles to establish a progression of activity that will improve each component of fitness.</li><li>3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.</li><li>4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.</li></ol>	See Recommended Textbooks & Other Resources Pg. 50

<p><b>C. Achieving and Assessing Fitness</b></p> <ol style="list-style-type: none"> <li>1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.</li> <li>2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.</li> <li>3. Monitor physiological responses before, during and after exercise and compare changes.</li> <li>4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.</li> <li>5. Demonstrate age- and gender-specific progress towards improving each component of fitness.</li> </ol>	<p>See Recommended Textbooks &amp; Other Resources Pg. 50</p>
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## **The standards and strands for all students are delineated below:**

### **2.1 Wellness**

- A. Personal Health
- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

### **2.2 Integrated Skills**

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

### **2.3 Drugs and Medicines**

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

### **2.4 Human Relationships and Sexuality**

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

### **2.5 Motor Skill Development**

- A. Movement Skills
- B. Movement Concepts
- C. Strategy
- D. Rules, Safety, and Sportsmanship
- E. Sport Psychology

### **2.6 Fitness**

- A. Fitness and Physical Activity
- B. Training
- C. Achieving and Assessing Fitness

## **Recommended Textbooks/Other Resources**

### **Grades K-2**

Textbook: Your Health – Kindergarten (Harcourt, 2007)

Textbook: Your Health – 1<sup>st</sup> Grade (Harcourt, 2007)

Textbook: Your Health – 2<sup>nd</sup> Grade (Harcourt, 2007)

### **Grades 3-6**

Textbook: Health and Fitness – 3<sup>rd</sup> Grade (Harcourt, 2007)

Textbook: Health and Fitness – 4<sup>th</sup> Grade (Harcourt, 2007)

Textbook: Health and Fitness – 5<sup>th</sup> Grade (Harcourt, 2007)

Textbook: Health and Fitness – 6<sup>th</sup> Grade (Harcourt, 2007)

### **Grades 7-8**

Textbooks: Decisions for Health – 7<sup>th</sup> Grade (Holt, Rinehart & Winston, (2005)

Textbooks: Decisions for Health – 8<sup>th</sup> Grade (Holt, Rinehart & Winston, (2005)

### **Grades 9-12**

Textbook: Health and Wellness- 9<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> Grades (Meeks Heit, 2005)

Textbook: New Jersey Drivers Manual - 10<sup>th</sup> Grade

### **Other Textbooks**

Physical Education for Children- Daily Lesson Plans- Grades K-8 (Human Kinetics, 1989)

## **Guest Speakers**

Hiv/Aids-Family Treatment Center, Newark, NJ  
Gang and Violence- Juvenile Officers Association  
Planned Parenthood  
Preventionlinks  
Linclon Tech  
American Heart Association

DavidShoes  
Union County DEA  
Hillside Police Department  
Union County Youth Services Bureau  
DeVry University

## **Informational Conferences**

NJASHPERD Annual State Convention

The Lake Conference for K-8 Physical Education Teachers

## **Websites**

Americanheart.org  
kidshealth.org  
discoverykids.org  
nhs.gov  
AAHPERD.org  
fitness.gov  
pelinks4u.org  
sex,etc.com  
pbs.org  
Teensexualhealth.vch.ca  
state.nj.us/mvc/manuals/index.html  
www. teachertube.com

teenhealth.org  
PECentral.org  
slimgoodbody.com  
nih.gov  
NJASHPERD.org  
dailyfitlog.com  
thephysicaleducationupdate.com  
plannedparenthood.com  
harcourtschool.com  
presidentialphysicalfitnessstest.org  
[www.greatactivities.net](http://www.greatactivities.net)

mypyramid.org  
letsmove.com  
mayoclinic.com  
CDC.gov  
Discoveryhealth.com  
Youtube (administrator approval)  
who.gov  
organtransplants.org  
glencoe.com  
lessonplans4teachers.com\physicaleducation  
[www.njcourtsonline.com](http://www.njcourtsonline.com)

discovery television series: short video clips and long video programs

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