

ROOSEVELT PUBLIC SCHOOL



COMPREHENSIVE HEALTH & PHYSICAL EDUCATION CURRICULUM GUIDE

PRESCHOOL – GRADE 6

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MISSION STATEMENT

The mission of the Roosevelt Public School District is to educate and inspire all students to excel academically*, to become independent and creative thinkers, skillful communicators and lifelong learners. Roosevelt Public School nurtures and challenges the unique potential of each student so that our children will develop individual, social and civic responsibility as well as respect for themselves, each other, and the environment.

*to achieve or exceed N.J. CCCS at all grade levels

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

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

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

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

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

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

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

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

The 2009 standards continue to incorporate [New Jersey Legislative Statutes](#) related to the health and well being of students in New Jersey public schools, including those enacted from 2004 – 2008:

- **Gang Violence Prevention Bill:** N.J.S.A. 18A:35-4.26 (2006) requires instruction in gang violence prevention.
- **Suicide Prevention Bill:** N.J.S.A. 18A:6-111 (2004) requires instruction in suicide prevention and related mental health issues.

Resources

Association for Supervision and Curriculum Development. (2004). *The whole child*. Online:
http://www.ascd.org/programs/THE_WHOLE_CHILD.aspx

Centers for Disease Control and Prevention. (2009). *Health education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (2006). *Physical education curriculum analysis tool*. Atlanta, GA: Author.

Joint Committee on National Health Education Standards. (2007). *National health education standards: Achieving health excellence*. Atlanta, GA: American Cancer Society.

Lohrmann, D. K. (2005). *Creating a healthy school*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

National Association of State Boards of Education. (2008). *Center for safe and healthy schools*. Online: <http://www.nasbe.org/index.php/shs>

New Jersey State Department of Education. (2004). *Core curriculum content standards in comprehensive health and physical education*. Online: <http://www.nj.gov/education/aps/cccs/chpe/standards.htm>

Partnership for 21st Century Skills. (2005). *Framework for 21st century learning*. Online: <http://www.21stcenturyskills.org>

Hyperlinks:

Health Literacy includes:

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

(Partnership for 21st Century Skills, 2005)

ELEMENTARY SCHOOL HEALTH/PE EDUCATION PHILOSOPHY

Physical Education is an important component of Roosevelt's school-wide curriculum as it contributes to the growth and development of the whole child. During physical education classes, students learn through movement..."learning to move and moving to learn."

In learning to move, the child acquires movement competency, therefore, he/she learns what his/her body can do, learns about himself/herself, and his/her environment. It is education of, by, and through human movement with the goal being the greatest possible physical, intellectual, emotional, and social development of each child.

The general goals of Physical Education are as follows:

1. Students will improve their level of physical fitness and will grow in their knowledge of the means by which physical fitness can be achieved.
2. Students will learn and develop locomotor, non-locomotor, and gross motor coordination.
3. Students will develop eye-foot and eye-hand coordination and spatial, directional, and kinesthetic awareness.
4. Students will develop coordination, endurance, self-expression, and creativity while participating in rhythmical activities.
5. Students will develop problem-solving skills, cooperation, and the ability to trust others.
6. Students will develop in the areas of sportsmanship and teamwork and will also be knowledgeable in game strategies and rules.
7. Students will improve their self-esteem and develop a positive attitude toward physical fitness and physical activity.
8. Students will demonstrate the understanding and respect for differences among people in physical activity settings.

In conclusion, "activity is a tool which children learn to share with others, cooperate as a group, to think for themselves, and to learn the importance of daily vigorous activity in living."

The basis for the Roosevelt Public School Health/PE Curriculum is the belief that all students must develop a set of abilities and skills along with a sound and accurate knowledge base to make prudent decisions that lead to healthy, happy and safe life choices. This curriculum addresses seven (8) critical areas:

- ⊕ Substance Abuse Prevention
- ⊕ Social and Emotional Health
- ⊕ Character Education
- ⊕ Violence Prevention (including bullying)
- ⊕ Critical Thinking
- ⊕ Asset Building
- ⊕ Reading, Communication, Technology and other Learning Skills
- ⊕ Fitness

It is the ultimate goal of health education to enable students to be able to develop positive attitudes, knowledge and behavior about the health and well being for themselves and others.

The health education curriculum and supporting learning materials are based upon the commercial program, *Health and Fitness*.

New Jersey Core Curriculum Content Standards for Health Education

There are six comprehensive health and physical education standards, each of which has a variety of components or *strands*. These standards address the following

2.1 Wellness

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

2.2 Interpersonal Communication

- A. Interpersonal Communication*
- B. Decision-Making and Goal Setting*
- C. Character Development*
- D. Advocacy, and Service*
- E. Health Services and Information*

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 and Concepts*
- B. Strategy*
- C. Sportsmanship, Rules, and Safety*

2.6 Fitness

- A. Fitness and Physical Activity*

2.1 Wellness – All Students will acquire health promotion concepts and skills to support a healthy, active live style.

The Big Idea

Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy active lifestyle.

Enduring Understandings

- Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors.
- An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
- There are many short and long term health benefits and risks associated with nutritional choices.
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.

Essential Questions

- What are the consequences of our choices in terms of wellness?
- What causes optimal growth and development?
- What makes a food healthy?
- How do you determine appropriate portion sizes?
- To what extent can we keep ourselves disease free?
- Why do we take risks that can cause harm to ourselves or others?
- How can you learn to like yourself and others?

BENCHMARKS	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<i>By the end of Kindergarten, students will be able to:</i>		
<u>2.1.A - Personal Growth and Development</u> Understand that self-help skills and personal hygiene skills promotes healthy habits.	Demonstrate and identify healthy habits (brush teeth, wash hands and body, use tissues, coughing into arm) and their importance.	<i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i>

	<p>Understand how to dress oneself, use utensils, develop independence.</p> <p>Describe a healthy child and what it means to make healthy choices.</p> <p>Understand the importance of being clean.</p>	<p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p>
<p>2.1.B – <u>Nutrition</u></p> <p>Develop the knowledge and skills necessary to make good food choices.</p>	<p>Compare healthy and unhealthy food. Name healthy foods and snacks.</p> <p>Understand the different food groups.</p> <p>Understand different cultures eat different foods.</p> <p>Identify food from plants and animals.</p> <p>Understand why breakfast is important.</p>	
<p>2.1.C – <u>Diseases and Health Conditions</u></p> <p>Develop self-help and personal hygiene skills to promote healthy habits.</p>	<p>Develop an awareness of healthy habits: Cover mouth when you cough or sneeze, wash hands, use tissues.</p> <p>Dress appropriately.</p> <p>Demonstrate good posture.</p> <p>Understand why we need to keep the environment clean.</p>	
<p>2.1.D – <u>Safety</u></p>	<p>List potential dangers around the home.</p>	

<p>Develop an awareness of hazards in the environment, which impact health.</p>	<p>Wear bike helmets and describe why.</p> <p>Describe ways to prevent accidents at home, at school, on the playground, riding a bike.</p> <p>Describe why one should wear seat belts.</p> <p>Describe warning symbols, red light, stop sign, poison symbol, etc.</p> <p>Know how to dial 911.</p>	<p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p> <p>Quizzes</p> <p>Tests</p>
<p>BENCHMARKS <i>By the end of 2nd grade, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p><u>2.1.A - Personal Growth and Development</u></p> <p>Understand that health-enhancing behaviors contribute to wellness.</p>	<p>Explain what being “well” means.</p> <p>Use correct terminology to identify body parts. Describe the functions of the brain, senses, nerves, joints.</p> <p>Identify the 5 senses.</p> <p>Name muscle functions.</p> <p>Explain the relationship among exercise, heart and lungs.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p>

<p>2.1.B – <u>Nutrition</u> Choose a balanced variety of nutritious foods, which will contribute to wellness.</p>	<p>Understand why eating foods from the 5 food groups is important.</p> <p>Name healthy foods and snacks.</p> <p>Explain why sugary foods appeal to the senses.</p> <p>Describe a nutritious lunch.</p> <p>Describe the food pyramid.</p> <p>List items on product labels.</p> <p>Describe why vitamins are important.</p>	<p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p>
<p>2.1.C – <u>Diseases and Health Conditions</u> Know about diseases and disease prevention to promote health-enhancing behaviors.</p>	<p>Name 4 common diseases and health conditions.</p> <p>List ways to prevent diseases (wash hands, cough into arm, eat healthy, exercise.)</p> <p>Describe how feeling happy, sad, angry, guilty can affect wellness.</p>	
<p>2.1.D – <u>Safety</u> Understand that personal safety strategies reduces injuries to self and others.</p>	<p>Articulate safety rules in swimming, recess, lunchroom, sports, bus, car, home.</p> <p>Know ways to prevent injuries at home, school, and community.</p> <p>Recognize traffic signs and tell what they mean.</p>	

<p>2.1.D – <u>Safety</u></p> <p>Understand that personal safety strategies reduces injuries to self and others.</p>	<p>Describe safe procedures to follow if lost.</p> <p>Don't talk to strangers.</p> <p>List 3 ways to prevent fire.</p> <p>Describe safe behavior toward strangers.</p> <p>Describe safe ways to act during a fire drill, when encountering an animal, etc.</p>	<p>Publication of Student's Work</p> <p>Quizzes</p> <p>Tests</p>
<p>2.1.E – <u>Social and Emotional Health</u></p> <p>Describe factors at home, school, and in the community that impact social and emotional health.</p>	<p>Share the social and emotional needs of people.</p> <p>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>Explain healthy ways of coping with common stressful situations experienced by children.</p>	
<p>BENCHMARKS</p> <p><i>By the end of 4th^d grade, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.1.A - <u>Personal Growth and Development</u></p> <p>Understand that the physical, social, emotional, and mental aspects of a person are interrelated.</p>	<p>Explain the physical, social emotional, and mental aspects of wellness.</p> <p>Identify how staying healthy affects your body.</p> <p>Describe hygiene factors.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p>
<p>2.1.B – <u>Nutrition</u></p>	<p>Explain what healthy foods are.</p>	

<p>Choose a balanced variety of nutritious foods, which will contribute to wellness.</p>	<p>Explain how healthy foods helps to maintain weight and keeps your body functions working properly.</p> <p>Differentiate between healthy and unhealthy eating.</p> <p>Create a healthy meal.</p>	<p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p>
<p><u>2.1.C – Diseases and Health Conditions</u></p> <p>Use disease prevention strategies in home, school, and community, which will promote personal health.</p>	<p>Identify ways to prevent diseases and health conditions. (Don't smoke, wash hands, don't eat with others utensils, drink from other's cups, exercise, etc.)</p> <p>Explain how sanitation, proper food handling, using sanitizer and antibacterial sprays can help prevent diseases.</p> <p>Describe how one's feelings/mental health affects wellness.</p>	
<p><u>2.1.D – Safety</u></p> <p>Identify unsafe situations and choose appropriate ways to reduce/eliminate risks.</p>	<p>List safe and unsafe situations (riding without a helmet, talking to strangers, going out in the dark, not practicing fire drills.)</p> <p>Summarize bullying and abuse and ways to get help.</p> <p>Demonstrate simple first-aid procedures, choking , bleeding, burns, poisoning.</p>	
<p><u>2.1.E – Social and Emotional Health</u></p> <p>Describe factors at home, school, and in the</p>	<p>Compare and contrast how individuals and families attempt to address basic human needs.</p>	

community that impact social and emotional health. Stress management skills impact an individual's ability to cope with different types of emotional situations.	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. Determine ways to cope with rejection, loss, and separation. Summarize the causes of stress and explain ways to deal with stressful situations.	Selected Activities Final Product Publication of Student's Work Quizzes Tests
BENCHMARKS <i>By the end of 6th grade, students will be able to:</i>	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<u>2.1.A - Personal Growth and Development</u> Understand that staying healthy is a lifelong process that includes all dimensions of wellness.	Explain how data can be used to improve ones health. Determine how lifestyle, habits, heredity influence growth and development.	<i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i> <i>Teacher will create specific assessments.</i> Observation Question and Answer Modeling
<u>2.1.B - Nutrition</u> Eating patterns are influenced by a variety of factors.	Describe factors that influence food choices. Summarize the benefits and risks associated with choices. Compare and contrast nutritional information in food.	
<u>2.1.C - Diseases and Health Conditions</u>	List diseases and treatment of diseases and health conditions typically found in adolescence (acne, HIV, sexually transmitted	

<p>Early detection and treatment of diseases and health conditions impact one's health.</p>	<p>diseases.)</p> <p>Compare and contrast mental illnesses such as depression, panic disorder, anxiety, phobias.</p>	<p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p> <p>Quizzes</p>
<p>2.1.D – <u>Safety</u></p> <p>Identify unsafe situations and choose appropriate ways to reduce/eliminate risks.</p>	<p>List and describe common causes of intentional and unintentional injuries.</p> <p>Explain what to do if abuse occurs.</p> <p>Assess when to use 1st aid procedures.</p>	
<p>2.1.E – <u>Social and Emotional Health</u></p> <p>Understand that social and emotional development impacts all components of wellness.</p> <p>Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic status, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>Understand stress management concepts.</p>	<p>Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss and separation.</p>	

		Tests
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2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

The Big Idea

The use of critical thinking , decision-making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

Enduring Understandings

Making good health decisions requires the ability to access and evaluate reliable resources.
 Effective communication skills enhance a person’s ability to express and defend their beliefs.
 Developing a plan to reach goals increases the likelihood of achieving those goals.
 Character is who you are when no one is looking.
 It is important to provide leadership to your community to promote wellness.
 Knowing about health and wellness services provided in your community.

Essential Questions

How do I learn to stand up for and communicating my beliefs to others without alienating them?
 How do I overcome negative influences when making decisions?
 What should I do to help achieve lifetime wellness?
 What aspects of our character can be changed?
 How can you inspire others to address health issues?

<p>BENCHMARKS <i>By the end of 2nd grade, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.2.A – <u>Interpersonal Communication</u> Understand that effective communication may be a determining factor in the outcome of health and safety related situations.</p>	<p>Express needs, wants, and feelings in health- and safety-related situations.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i> <i>Teacher will create specific</i></p>

<p><u>2.2.B. – Decision-Making and Goal Setting</u></p> <p>Understand that effective decision-making skills foster healthier lifestyle choices.</p>	<p>Explain what a decision is and why it is advantageous to think before acting.</p> <p>Relate decision-making by self and others to one’s health.</p> <p>Determine ways parents, peers, technology, culture, and the media influence health decisions.</p>	<p><i>assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p>
<p><u>2.2.C. – Character Development</u></p> <p>Understand a character trait to understand they are exhibited when interacting with others.</p>	<p>Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p>	
<p><u>2.2.D – Advocacy and Service</u></p> <p>Service projects have a positive impact on oneself and others.</p>	<p>Determine the benefits for oneself and others of participating in a class or school service activity.</p>	
<p><u>2.2.E – Health Services and Information</u></p> <p>Know how to contact health professionals at home and at school and how that helps to address emergencies.</p>	<p>Dial 911.</p> <p>Know where to find your doctor’s phone numbers, school numbers, emergency contacts.</p> <p>Know the school nurse.</p> <p>Explain how knowing this information helps with emergencies.</p>	

		<p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p> <p>Quizzes</p> <p>Tests</p>
<p>BENCHMARKS</p> <p><i>By the end of 4th grade, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.2.A – <u>Interpersonal Communication</u></p> <p>Understand that effective communication may be a determining factor in the outcome of health and safety related situations.</p> <p>Understand that effective communication is the basis for strengthening relationships.</p>	<p>Demonstrate effective interpersonal communication in health- and safety-related situations.</p> <p>Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p>
<p>2.2.B. – <u>Decision-Making and Goal Setting</u></p> <p>Many health related situations require a thoughtful decision-making process.</p>	<p>Use the decision-making process when addressing health-related issues.</p> <p>Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>Determine how family, peers, technology,</p>	

<p><u>2.2.B. – Decision-Making and Goal Setting</u></p> <p>Many health related situations require a thoughtful decision-making process.</p>	<p>culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p>Develop a personal health goal and track progress.</p>	<p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student’s Work</p> <p>Quizzes</p> <p>Tests</p>
<p><u>2.2.C. – Character Development</u></p> <p>Know that personal values impact the health of oneself and others.</p> <p>Understand that character building is affected by acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p>	<p>Determine how an individual’s character develops over time and impacts personal health.</p> <p>Explain why core ethical values (such as respect, empathy, civic mindedness , and good citizenship) are important in the local and world community.</p> <p>Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	
<p><u>2.2.D – Advocacy and Service</u></p> <p>Understand that service learning has a positive impact on ones own life and others.</p>	<p>Explain the impact of participation in different kinds of service projects on community wellness.</p>	
<p><u>2.2.E – Health Services and Information</u></p> <p>Communicating health needs to an adult is important.</p>	<p>Dial 911.</p> <p>Know the numbers to the police, EMT, doctor, mom/dad’s work, school neighbor.</p> <p>Explain when and how to seek help in an emergency.</p>	
<p>BENCHMARKS</p>	<p>CONCEPTS/SKILLS</p>	

<i>By the end of 6th grade, students will be able to:</i>		
<p><i>2.2.A – <u>Interpersonal Communication</u></i></p> <p>Understand that effective communication may be a determining factor in the outcome of health and safety related situations.</p> <p>Understand that effective communication is the basis for strengthening relationships and resolving conflicts.</p>	<p>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p>
<p><i>2.2.B. – <u>Decision-Making and Goal Setting</u></i></p> <p>Every health-related decision has short and long-term consequences and affects the ability to reach health goals.</p>	<p>Use effective decision-making strategies.</p> <p>Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>Determine how conflicting interests may influence one’s decisions.</p> <p>Apply personal health data and information to support achievement of one’s short- and long-term health goals.</p>	
<p><i>2.2.C. – <u>Character Development</u></i></p> <p>Know that personal values impact the health of oneself and others.</p>	<p>Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>Predict situations that may challenge an</p>	

<p>Understand that character building is affected by acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p>	<p>individual's core ethical values.</p> <p>Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>	<p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p> <p>Quizzes</p> <p>Tests</p>
<p><u>2.2.D – Advocacy and Service</u></p> <p>Understand that participation in a service-learning project has a positive social impact.</p>	<p>Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</p> <p>Develop a position about a health issue in order to inform peers.</p>	
<p><u>2.2.E – Health Services and Information</u></p> <p>Recognize that health literacy help you to evaluate health resources.</p> <p>Communicating health needs to an adult is important.</p>	<p>Determine the validity of different health resources.</p> <p>Learn about health profession careers.</p> <p>Determine health issues that warrant discussion with an adult.</p>	

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active life style.

The Big Idea

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Enduring Understandings

- Medicines must be used correctly in order to be safe and have the maximum benefit.
- Research has established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- There are common indicators, stages and influencing factors of chemical dependency.

Essential Questions

- How do I determine whether or not medicine will help me?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the right decision in the face of peer and media pressure?

<p>BENCHMARKS <i>By the end of 2nd grade, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.3.A – <u>Medicines</u></p> <p>Know that medicines come in a variety of forms, (prescription, over the counter, vitamins) and are used for many reasons.</p> <p>Know that medicine should be taken as directed.</p>	<p>Explain what medicines are and when some types of medicines are used.</p> <p>Explain why medicines should be administered as directed.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p>
<p>2.3.B – <u>Alcohol, Tobacco, and Other Drugs</u></p>	<p>Identify ways that drugs can be used.</p>	

<p>Use of drugs in an unsafe way is dangerous and harmful.</p>	<p>Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>Explain why tobacco smoke is harmful to nonsmokers.</p> <p>Identify products that contain alcohol.</p> <p>List substances that should never be inhaled and explain why.</p>	<p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p>
<p><u>2.3.C – Dependency/Addiction and Treatment</u></p> <p>Know that substance abuse is caused by a variety of factors.</p> <p>Understand the ways to obtain help for the treatment of alcohol, tobacco, and other substances.</p>	<p>Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>Explain that people who abuse alcohol, tobacco and other drugs can get help.</p>	

		Quizzes, Tests
BENCHMARKS <i>By the end of 4th grade, students will be able to:</i>	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<p>2.3.A – <u>Medicines</u></p> <p>Know that medicines come in a variety of forms, (prescription, over the counter, vitamins) and are used for many reasons.</p> <p>Know that medicine should be taken as directed.</p>	<p>Distinguish between over-the-counter and prescription medicines.</p> <p>Determine possible side effects of common types of medicines.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p>
<p>2.3.B – <u>Alcohol, Tobacco, and Other Drugs</u></p> <p>Use of drugs in an unsafe way is dangerous and harmful.</p>	<p>Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p>Summarize the short- and long-term physical effects of inhaling certain substances.</p>	
<p>2.3.C – <u>Dependency/Addiction and Treatment</u></p>	<p>Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p>	

<p>Know that substance abuse is caused by a variety of factors.</p> <p>Understand the ways to obtain help for the treatment of alcohol, tobacco, and other substances.</p>	<p>Differentiate between drug use, abuse, and misuse.</p> <p>Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p>	<p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student’s Work</p> <p>Quizzes</p> <p>Tests</p>
<p>BENCHMARKS <i>By the end of 6th grade, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.3.A – Medicines</p> <p>Know that medicines come in a variety of forms, (prescription, over the counter, vitamins) and are used for many reasons.</p>	<p>Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p> <p>Compare information found on over-the-counter and prescription medicines.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p>

<p>Know that medicine should be taken as directed.</p>		<p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p>
<p><u>2.3.B – Alcohol, Tobacco, and Other Drugs</u></p> <p>Use of drugs in an unsafe way is dangerous and harmful.</p>	<p>Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>Relate tobacco use and the incidence of disease.</p> <p>Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p> <p>Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.</p> <p>Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>Summarize the signs and symptoms of inhalant abuse.</p> <p>Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>	
<p><u>2.3.C – Dependency/Addiction and Treatment</u></p>	<p>Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p>	

<p>Know that substance abuse is caused by a variety of factors.</p> <p>Understand the ways to obtain help for the treatment of alcohol, tobacco, and other substances.</p>	<p>Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</p> <p>Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</p>	<p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p> <p>Quizzes</p> <p>Tests</p>
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2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a health, active lifestyle.

The Big Idea

Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

Enduring Understandings

- Tolerance, appreciation and understanding of individual differences are necessary to establish healthy relationships.
- Technological advances provide increased opportunities to develop communication with other students.
- External pressures may influence a person’s choices.
- Learning about sexuality and sexual issues is a sensitive and challenging process.

Essential Questions

- How do we learn to understand and respect diversity?
- Why is my body changing and how do I handle it?

<p>BENCHMARKS <i>By the end of 2nd grade, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.4.A – <u>Relationships</u> Understand that the family unit comes in many forms.</p>	<p>Compare and contrast different kinds of families locally and globally. Distinguish the roles and responsibilities of different family members. Determine the factors that contribute to healthy relationships.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i> <i>Teacher will create specific assessments.</i></p>
<p>2.4.B - <u>Sexuality</u> Understand differences and similarities between boys and girls.</p>	<p>Compare and contrast the physical differences and similarities of the genders.</p>	<p>Observation Question and Answer</p>

<p>2.4.C – <u>Pregnancy and Parenting</u></p> <p>Understand that the health of a mother impacts the baby.</p>	<p>Explain the factors that contribute to a mother having a healthy baby.</p>	<p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student’s Work</p>
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		Quizzes, Tests
BENCHMARKS <i>By the end of 4th grade, students will be able to:</i>	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<p>2.4.A – <u>Relationships</u></p> <p>Understand that the family unit comes in many forms.</p>	<p>Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>Explain why healthy relationships are fostered in some families and not in others.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p>
<p>2.4.B - <u>Sexuality</u></p> <p>Know that puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p>	<p>Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>	
<p>2.4.C – <u>Pregnancy and Parenting</u></p> <p>Understand that the health of a mother impacts the baby.</p>	<p>Understand the process of fertilization.</p> <p>Understand the importance of eating healthy, exercising and taking care of yourself.</p>	

		<p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student’s Work</p> <p>Quizzes</p> <p>Tests</p>
BENCHMARKS <i>By the end of 6thgrade, students will be able to:</i>	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<p>2.4.A – <u>Relationships</u></p> <p>Understand that healthy relationships require trust, respect and commitment.</p>	<p>Compare and contrast how families may change over time.</p> <p>Analyze the characteristics of healthy friendships and other relationships.</p> <p>Examine the types of relationships adolescents may experience.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p>

	<p>Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>Compare and contrast the role of dating and dating behaviors in adolescence.</p>	<p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p>
<p>2.4.B - <u>Sexuality</u></p> <p>Understand that most significant physical, emotional, and mental growth changes occur during adolescence, but not necessary at the same rates.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p>	<p>Compare growth patterns of males and females during adolescence.</p> <p>Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>Determine behaviors that place one at risk for HIV/AIDS, STDs, HPV, or unintended pregnancy.</p> <p>Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p>	
<p>2.4.C - <u>Pregnancy and Parenting</u></p> <p>Understand that adolescent parents may have difficulty adjusting to the emotional and financial responsibilities of parenthood.</p>	<p>Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>Identify the signs and symptoms of pregnancy.</p> <p>Identify prenatal practices that support a healthy pregnancy.</p> <p>Predict challenges that may be faced by adolescent parents and their families.</p>	

		Final Product Publication of Student's Work Quizzes Tests
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2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

The Big Idea

Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Enduring Understandings

- Performing movement skills in the correct manner improves overall performance increases the likelihood of participation in lifelong physical activity.
- Understand that movement will improve the performance of specific skills and enable one to transfer skills to a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for players to be successful in game situations.
- To gain the maximum benefits of games and sports, everyone must make a commitment to sportsmanship and follow the rules.

Essential Questions

- How does effective and appropriate movement affect wellness?
- Why do I need to understand the concept of movement when I can already perform the movement?
- How does strategy influence performance?
- Why do I have to show good sportsmanship and follow the rules?

<p>BENCHMARKS <i>By the end of kindergarten, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.5.A – <u>Movement Skills and Concepts</u> Develop confidence in gross and fine motor skills to provide a foundation for</p>	<p>Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). Develop and refine fine motor skills (e.g.,</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i> <i>Teacher will create specific</i></p>

<p>participation in physical activities.</p>	<p>completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <p>Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</p>	<p><i>assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Self Evaluation</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Selected Activities</p> <p>Quizzes</p> <p>Tests</p>
<p>BENCHMARKS <i>By the end of 2nd grade, students</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>

<i>will be able to:</i>		
<p>2.5.A – <u>Movement Skills and Concepts</u></p> <p>Understand that learning about proper execution of actions provides the foundation for participation in sports, dance and recreational activities.</p>	<p>Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skills practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>Correct movement errors in response to feedback.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p>
<p>2.5.B – <u>Strategy</u></p> <p>Understand that teamwork consists of effective communication and interactions between team players.</p>	<p>Use competitive strategies and cooperative strategies and games.</p> <p>Know the difference between offense and defense.</p> <p>Determine how attitude impacts physical performance.</p>	
<p>2.5.C – <u>Sportsmanship, Rules and Safety</u></p> <p>Practice appropriate and safe behaviors in sports, in competitive events, or when viewing games.</p>	<p>Demonstrate good sportsmanship. Shake hands, congratulate other team, and promote kindness.</p> <p>List rules of a game and explain the importance of the rules to the safety of the game.</p>	

		<p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p> <p>Quizzes</p> <p>Tests</p>
BENCHMARKS <i>By the end of 4th grade, students will be able to:</i>	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<p>2.5.A – <u>Movement Skills and Concepts</u></p> <p>Understand that learning about proper execution of actions provides the foundation for participation in sports, dance and recreational activities.</p> <p>Know that feedback improves actions.</p>	<p>Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance and recreational activities).</p> <p>Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>Explain and demonstrate movement</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p>

	<p>sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>Correct movement errors in response to feedback and explain how the change improves performance.</p>	<p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p>
<p>2.5.B – <u>Strategy</u></p> <p>Know that offensive, defensive, and cooperative strategies are used and applied in most games, sports, and other activity situations.</p>	<p>Demonstrate faking, dodging, creating new open areas, and defending space.</p> <p>Acknowledge the contribution of team members and demonstrate appropriate ways to motivate others (hand shake, good job, nice throw, cheering others, making others feel all right even when a mistake is made.)</p>	
<p>2.5.C – <u>Sportsmanship, Rules and Safety</u></p> <p>Practice appropriate and safe behaviors in sports, in competitive events, or when viewing games and understand how this contributes to the enjoyment of an event.</p>	<p>Demonstrate good sportsmanship as a player and an observer (shake hands, good job, no booing or jeering other team, encouragement, cheering, etc.)</p> <p>Apply specific rules and procedures for each game, activity or event and explain how they contribute to a safe environment (use of proper equipment, not tackling during touch football, not throwing ball at faces, playing as a team).</p> <p>Describe how good sportsmanship and safety adds enjoyment to an event.</p>	

		Quizzes Tests
BENCHMARKS <i>By the end of 6th grade, students will be able to:</i>	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<p>2.5.A – <u>Movement Skills and Concepts</u></p> <p>Understand that learning about proper execution of actions provides the foundation for participation in sports, dance and recreational activities.</p> <p>Know that feedback improves actions.</p>	<p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e, skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Projects</p> <p>Presentations</p>
<p>2.5.B – <u>Strategy</u></p> <p>Understand that there is a relationship between using strategies and achieving</p>	<p>Demonstrate offensive, defensive and cooperative strategies (not holding on to a ball, blocking passing/throwing, talking to teammates).</p>	

<p>individual and team goals when competing in games, sports or activities.</p>	<p>Compare and contrast strategies used to impact individual and team effectiveness and make suggestions for improvement.</p>	<p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Role Playing</p> <p>Selected Activities</p> <p>Final Product</p> <p>Publication of Student's Work</p> <p>Quizzes</p> <p>Tests</p>
<p><u>2.5.C – Sportsmanship, Rules and Safety</u></p> <p>Practice appropriate and safe behaviors in sports, in competitive events, or when viewing games.</p> <p>Understand the strong cultural, ethnic, and historical background associated with competitive sports and dance.</p>	<p>Compare the roles and responsibilities of players and spectators and make recommendations to enhance sportsmanlike behaviors for both.</p> <p>Explain why having rules and procedures for specific games, sports and other activities enhance the game, promote participation and ensure the safety of the players.</p> <p>Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>	

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

The Big Idea

Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Enduring Understandings

- Understanding fitness concepts and skills, and integrating them into your life supports wellness.
- Developing and implementing an appropriate program is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age-appropriate intensity and frequency.
- Ongoing assessment is necessary in determining the effectiveness of a fitness program.

Essential Questions

- What is the appropriate amount of exercise I can do to stay fit?
- How do I develop a fitness program and commit to it?
- How do you know what is age appropriate?

<p>BENCHMARKS <i>By the end of kindergarten, students will be able to:</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>
<p>2.6.A Fitness and Physical Activity</p> <p>Develop competence and confidence in gross and fine motor skills.</p>	<p>Develop and refine gross motor skills: walking in different directions, gliding, sliding, hopping, jumping, galloping, running, marching, skipping, hippity hop, throwing, catching, tumbling.</p> <p>Use small manipulatives puzzles during play.</p> <p>Use pencil, pen, marker, crayon to write.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p>

	<p>Locomotor Skills - Used to move the body from one place to another or to project the body upward.</p> <p>Non-locomotor Skills - Performed with selected body parts remaining in contact with the surface area without much movement from place to place.</p> <p>Auxiliary Skills - Body management skills needed for successful performance in movement activities.</p> <p>Manipulative Skills - Skills used when a child handles an object or piece of equipment, usually with his/her hands or feet.</p>	<p>Observation</p> <p>Question and Answer</p> <p>Self Evaluation</p> <p>Modeling</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Selected Activities</p>
BENCHMARKS	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
<i>By the end of 2nd grade, students will be able to:</i>		
2.6.A Fitness and Physical Activity	Develop a fitness goal and monitor progress.	<i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i>
Develop competence and confidence in gross and fine motor skills.	Practice all types of activities, basketball, baseball, dodge ball, cheerleading, tumbling, dance, soccer, use of gymnastic apparatus, etc.	<i>Teacher will create specific assessments.</i>

	<p>Explain what it means to be physically fit and the importance of fitness to health.</p> <p>Identify various ways to be fit and engage in those activities.</p> <p>Refine large and small motor skills: dodging, tagging, pivoting, relays, bouncing, throwing, dribbling, passing, dancing, jumping, tumbling, etc.</p>	<p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p> <p>Selected Activities</p> <p>Quizzes</p> <p>Tests</p>
<p>BENCHMARKS <i>By the end of 4th grade, students</i></p>	<p>CONCEPTS/SKILLS</p>	<p>ACTIVITIES/ASSESSMENTS</p>

<i>will be able to:</i>		
<p>2.6.A Fitness and Physical Activity</p> <p>Develop competence and confidence in gross and fine motor skills .</p>	<p>Explain the physical, social, emotional, and intellectual benefits of regular physical exercise.</p> <p>Participate in a variety of sports and games. Describe the physical, social and emotional benefit of physical activity.</p> <p>Differentiate among activities that improve skill fitness vs. health-related fitness.</p> <p>Describe how body systems adapt over time to activity.</p> <p>Explain how gender, age, heredity, training and health behaviors impact fitness.</p> <p>Investigate technological advances that impact physical activity and fitness.</p>	<p><i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i></p> <p><i>Teacher will create specific assessments.</i></p> <p>Observation</p> <p>Question and Answer</p> <p>Modeling</p> <p>Rubrics</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Discussion</p> <p>Demonstration</p> <p>Guided Practice</p> <p>Independent Practice</p> <p>Games</p>

		Selected Activities Quizzes Tests
BENCHMARKS <i>By the end of 6th grade, students will be able to:</i>	CONCEPTS/SKILLS	ACTIVITIES/ASSESSMENTS
2.6.A Fitness and Physical Activity Know and apply a variety of effective fitness principles over time that enhance personal fitness level, performance, and health status.	Analyze the physical, social and emotional benefits of physical activity. Determine to what extent various activities improve skill-related fitness vs. health-related fitness. Predict how factors such as health status, interests, environmental conditions impact fitness. Relate how physical activity, healthy eating, and body composition affect health. Understand the effects of steroids.	<i>The assessments below may be utilized to assess the achievement of any/all of the benchmarks and skills.</i> <i>Teacher will create specific assessments.</i> Observation Question and Answer Modeling Rubrics Peer Observation Self Assessment Discussion

		Demonstration Guided Practice Independent Practice Games Selected Activities Quizzes Tests
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