

North Haledon School District

**Comprehensive Physical Education and
Health Curriculum Guide**

Grades K-8

2007

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This course of study meets all requirements established by the New Jersey Core Curriculum Content Standards for Physical Education and Health.

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.

By the end of Grade 2, students will:

2.1.2 A. Personal Health

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
 - Kindergarten – discuss bedtime and exercise
 - First Grade - dental visits, feeling better without medicine
 - Second Grade - caring for your eyes and ears, sleep and health
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.

2.1.2 B. Growth and Development

1. Name and locate body organs and parts.
 - Kindergarten - basic body parts
 - First Grade - Ears - learning and hearing,
Nose - learning and smelling, Eyes - learning and seeing,
Tongue - learning and tasting
 - Second Grade - food and growth, joints, muscle and movement
2. Describe how children are alike and how they are different.

2.1.2 C. Nutrition

1. Explain why some foods are healthier to eat than others.

- Kindergarten - Second Grade - Discuss the importance of breakfast, healthy snacks and trying new foods.
2. Sort foods according to food groups and food sources.
 - Kindergarten - fruits and vegetables, foods from plants and animals
 - First - Second Grade - understanding the food pyramid
 3. Explain what information can be found on food and product labels.

2.1.2 D. Diseases and Health Conditions

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases.
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.
 - Kindergarten - Second – Discuss how germs spread and multiply, cough or sneeze into arm.

2.1.2 E. Safety

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.
 - Kindergarten - bus safety
 - First Grade - crossing streets safely, getting adult help
 - Second Grade - bicycle safety, wearing helmets
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.
3. Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.
4. Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults.
 - Kindergarten - Second Grade - stranger safety
5. Identify warning labels found on medicines and household products.
 - Kindergarten - Second Grade - Identify and explain different warning “symbols,” discuss Poison Control Help Line, explain when medicines should be taken and from whom.
 - Second Grade - Explain use of medicines vs. drugs.

2.1.2 F. Social and Emotional Health

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
 - Kindergarten - Second Grade - understand self and being a friend, feelings i.e.; lonely, scared, worried, happy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
 - Kindergarten - Second Grade - dealing with disagreements and disappointments (at home and in school)
 - Kindergarten - Second Grade - dealing with different feelings, fears and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.
 - Kindergarten - Second Grade – bullying and respecting others
 - Second Grade - differences in people (basic Cultural and Spiritual beliefs)

By the end of Grade 4, students will:

2.1.4 A. Personal Health

1. Describe the physical, social, and emotional dimensions of wellness.
 - Third - Fourth Grade - Understand ways to care for and protect the body.
2. Describe and demonstrate personal hygiene practices that support wellness.
 - Third - Fourth Grade - visiting the dentist, avoiding harmful drugs, healthy eating habits and how to prevent spreading germs
3. Analyze the impact of health choices and behaviors on wellness.

2.1.4 B. Growth and Development

1. Describe the structure and function of human body systems.
 - Third Grade - brain and learning, muscles, nerves and movement
 - Fourth Grade - digestive, respiratory and nervous systems, growth and growth spurt
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.

2.1.4 C. Nutrition

1. Differentiate between healthy and unhealthy eating patterns.
 - Third - Fourth Grade – Discuss the importance of eating breakfast, trying new foods, and wise food shopping.

2. Classify foods by food group, food source, nutritional content, and nutritional value.

- Third - Fourth Grade - New Food Guide Pyramid, healthy food choices

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.

2.1.4 D. Diseases and Health Conditions

1. Discuss the importance of the early detection of diseases and health conditions.

- Third - Fourth Grade - Explain how the check-up is important in making a health plan.

2. Investigate ways to treat common childhood diseases and health conditions.

- Third - Fourth Grade - Explain the differences between bacteria, viruses and diseases. Discuss viruses vs. vaccinations.

3. Explain that some diseases and health conditions are preventable and some are not.

- Fourth Grade – Discuss foods and their correlation to various diseases: i.e., vitamin deficiency diseases, diabetes, allergies and cancer

4. Describe the signs and symptoms of diseases and health conditions common in children.

- Third - Fourth Grade - Understand that some diseases/illnesses have similar symptoms but are different. i.e., coughs and sneezes can be due to a respiratory infection or allergies

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.

6. Discuss myths and facts about mental illness.

2.1.4 E. Safety

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.

- Third - Fourth Grade - appliance safety, dealing with emergencies i.e.; fire escape plans

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.

3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.

- Third - Fourth Grade - recognize sexual assault and how to minimize risks

4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

2.1.4 F. Social and Emotional Health

1. Describe basic human needs and how individuals and families attempt to meet those needs.
 - Third - Fourth Grade - recognize feelings of love, anger, fear, sadness, and happiness
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.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
5. Discuss the causes of stress and demonstrate ways to deal with stressful situations.
6. Explain and demonstrate ways to cope with rejection, loss, and separation.
7. Explain how stereotypes influence personal growth and behavior.

By the end of Grade 6, students will:

2.1.6 A. Personal Health

1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.
2. Describe the appropriate use of healthcare and personal hygiene products.
 - Fifth - Sixth Grade - Understand how diseases enter the body and the importance of daily hygiene and discuss hygiene products to be used.
3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.
 - Fifth - Sixth Grade - Discuss importance of yearly health checkups.
4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.
 - Fifth - Sixth Grade - Discuss triangle of good health (physical, social & mental).
5. Discuss how technology impacts wellness.
 - Fifth - Sixth Grade - pedometers and heart rate monitors

2.1.6 B. Growth and Development

1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.
2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.

- Fifth - Sixth Grade - Discuss how their bodies are changing (puberty) and what they can expect from their bodies in the future.
3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.

2.1.6 C. Nutrition

1. Discuss factors that influence food choices
 - Fifth - Sixth Grade - Ethnic background, socio-economics, fast foods, and television commercials.
2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
 - Fifth - Sixth Grade - discuss the food pyramid
3. Analyze nutrition information on food packages and labels.
4. Discuss the short- and long-term benefits and risks associated with nutritional choices.
 - Fifth - Sixth Grade – Discuss obesity, diabetes, and cardiovascular disease.

2.1.6 D. Diseases and Health Conditions

1. Compare and contrast methods used to diagnose and treat diseases and health conditions.
 - Fifth - Sixth Grade - i.e., x-rays and blood tests
2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.
4. Discuss the use of public health strategies to prevent diseases and health conditions.
5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.

2.1.6 E. Safety

1. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.
2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
 - Fifth - Sixth Grade - Discuss pedestrian, car and bicycle safety, water safety, and fire safety.

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.

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.

2.1.6 F. Social and Emotional Health

1. Examine how personal assets, (i.e., self esteem, positive peer relationships) and protective factors (i.e., parental involvement) support healthy social and emotional development.

2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.

- Fifth - Sixth Grade - roll play various situations

3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.

4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.

- Fifth – Sixth Grade – frequently tired, weight loss and or weight gain, complaints of headache and or stomach ache

5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

6. Discuss how stereotyping might influence one’s goals, choices, and behaviors.

By the end of Grade 8, students will:

2.1.8 A. Personal Health

1. Describe the appropriate selection and use of healthcare and personal hygiene products.

- Seventh - Eight Grade - Understand how diseases enter the body and the importance of daily hygiene and discuss hygiene products to be used.

2. Evaluate the impact of health behaviors and choices on personal and family wellness.

3. Interpret health data to make predictions about wellness.

- Seventh - Eighth Grade – i.e., blood pressure, weight, cholesterol

4. Investigate how technology and medical advances impact wellness.

- Seventh - Eighth Grade - diagnostic tools (X-Ray, MRI, PET Scans, CAT Scans)

2.1.8 B. Growth and Development

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.

2.1.8 C. Nutrition

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.
 - Seventh - Eighth Grade - fitness/exercise programs, dietary consultations, the ability to properly read food labels
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.

2.1.8 D. Diseases and Health Conditions

1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.
2. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited.
3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.
4. Analyze local and state public health efforts to prevent and control diseases and health conditions.
5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

2.1.8 E. Safety

1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.
2. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.
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.
4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.
 - Seventh - Eighth Grade - binge drinking/alcohol poisoning, negative effects of tobacco use, drug abuse/addiction

5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

- Seventh - Eighth Grade - always travel with a friend, always let an adult know where you will be

2.1.8 F. Social and Emotional Health

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.

2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.

3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.

4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.

5. Debate the consequences of conflict and violence on the individual, the family, and the community.

6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.

7. Analyze how culture influences the ways families and groups cope with crisis and change.

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.

By the end of Grade 2, students will:

2.2.2 A. Communication

1. Identify sources of health information.
 - Kindergarten - Understand the importance of communicating with family members.
 - First - Second Grade - Understand and identify responsible and familiar adults (parents, teachers, school nurse & counselors).
2. Express ideas and opinions about wellness issues.
3. Explain when and how to use refusal skills situations.
 - Kindergarten - Second Grade - understand inner feelings and concerns to an uncomfortable situation and the ability to know how to get help (“911”, yelling and screaming loudly)
4. Demonstrate effective communication and listening skills.

2.2.2 B. Decision Making

1. Explain the steps to making an effective health decision.
 - Kindergarten - Second Grade - Discuss how to first look at a situation and options, then think if this would benefit or harm self, and determine how and when to proceed with decision
2. Discuss how parents, peers, and the media influence health decisions.

2.2.2 C. Planning and Goal Setting

1. Develop a wellness goal and explain why setting a goal is important.
 - Kindergarten - Second Grade - Discuss and understand steps in achieving a goal. Create a goal using two steps to achieve.

2.2.2 D. Character Development

1. Explain that a person’s character and values are reflected in the way the person thinks, feels, and acts.

2.2.2 E. Leadership, Advocacy, and Service

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.

2.2.2 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.
 - Kindergarten - Second Grade - Discuss when and how to seek a responsible/familiar adult for help.

By the end of Grade 4, students will:

2.2.4 A. Communication

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.

2.2.4 B. Decision Making

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.
 - Third - Fourth Grade - Discuss the need for self reliance and determination when being faced with peer pressure in a health or safety situation.

2.2.4 C. Planning and Goal Setting

1. Develop a personal health goal and track progress.
2. Describe ways to support the achievement of health goals.

2.2.4 D. Character Development

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.

2.2.4 E. Leadership, Advocacy, and Service

1. Describe and demonstrate the characteristics of an effective leader.
 - Third - Fourth Grade - Discuss the different levels of leadership and their role i.e.; parents, teachers, local government, corporate, and world leaders.
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
3. Demonstrate respect for the opinions and abilities of group members.
4. Develop and articulate group goals.
5. Develop a position on a wellness issue.
6. Discuss laws and regulations created to enhance wellness.
7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

2.2.4 F. Health Services and Careers

1. Describe health and fitness services provided in the school and community.
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.
3. Discuss wellness and fitness careers.

By the end of Grade 6, students will:

2.2.6 A. Communication

1. Summarize health information from a variety of valid and reliable health resources.
 - Fifth - Sixth Grade - internet, library, medical personnel
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.

2.2.6 B. Decision Making

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.

2.2.6 C. Planning and Goal Setting

1. Use health data and information to formulate health goals.
2. Develop strategies to support the achievement of short- and long-term health goals.

2.2.6 D. Character Development

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.

2.2.6 E. Leadership, Advocacy, and Service

1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
 - Fifth - Sixth Grade - Discuss various forms of leadership - parents, teachers, local government, corporate and world leaders.
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.
3. Develop and articulate a group's goals and vision.
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.
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.
 - Fifth - Sixth Grade - Discuss the importance of helping others that are less fortunate.
6. Formulate and express a position on health issues and educate peers about the health issue or cause.
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.

2.2.6 F. Health Services and Careers

1. Categorize health and fitness services available in the school and community and demonstrate how to access them.
2. Investigate health and fitness career opportunities.

By the end of Grade 8, students will:

2.2.8 A. Communication

1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
4. Assess the use of active and reflective listening.
5. Analyze the economic and political purposes and impacts of health messages found in the media.

2.2.8 B. Decision Making

1. Demonstrate and assess the use of decision-making skills in health and safety situations.
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.
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
4. Discuss how ethical decision making requires careful thought and action.
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.

2.2.8 C. Planning and Goal Setting

1. Analyze factors that support or hinder the achievement of personal health goals.
 - Seventh - Eighth Grade - Discuss the difference between short term and long term goals.

2.2.8 D. Character Development

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
 - Seventh - Eighth Grade - implement character education program
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.

2.2.8 E. Leadership, Advocacy, and Service

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.

2.2.8 F. Health Services and Careers

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.

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.

By the end of Grade 2, students will:

2.3.2 A. Medicines _____

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.
 - Kindergarten - Second Grade - Discuss the “Poison Control Hotline” and when medication should be taken and from whom.

2.3.2 B. Alcohol, Tobacco and Other Drugs _____

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.

2.3.2 C. Dependency/Addiction and Treatment _____

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.

By the end of Grade 4, students will:

2.3.4 A. Medicines _____

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.
 - Third - Fourth Grade - Understand the need to read names on labels, someone else may have a life threatening allergy to your medicine, always check with an adult.

2.3.4 B. Alcohol, Tobacco, and Other Drugs

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.
 - Third - Fourth Grade - Discuss diseases caused by use, i.e., emphysema and cancer.
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.
 - Third - Fourth Grade - Discuss cognitive changes due to use and the possibility of liver damage from long term use.
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.

2.3.4 C. Dependency/Addiction and Treatment

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.
 - Third - Fourth Grade - Discuss the different agencies that provide support for dependency and/or addiction.
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.

By the end of Grade 6, students will:

2.3.6 A. Medicines

1. Discuss factors to consider when choosing an over-the-counter medicine.
 - Fifth - Sixth Grade - Always discuss possible allergic reaction, if known allergy make sure to read all labels before taking medication. Always take medication with adult supervision.
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.
 - Fifth - Sixth Grade - Always read labels, always take medication as prescribed, never share medication with anyone in case of severe allergic reaction. Store all medication away from young children (out of reach). Always take medication with adult supervision. Discuss Poison Control Hotline.

4. Describe factors that impact the effectiveness of a medicine.
 - Fifth - Sixth Grade - age, weight, route of administration, any existing health problems, always check expiration dates and check for proper storage of medication, medication may lose effectiveness if expired

2.3.6 B. Alcohol, Tobacco, and Other Drugs

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.
 - Fifth - Sixth Grade - i.e., do not smoke in the house, car
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.

2.3.6 C. Dependency/Addiction and Treatment

1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/ addiction.
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.
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.
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

By the end of Grade 8, students will:

2.3.8 A. Medicines

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.
 - Seventh - Eighth Grade - Discuss importance of reading labels, and following directions, do not share medications with others and understand that medications, when used properly are beneficial but are harmful when abused or if possible allergic reaction.
4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.

2.3.8 B. Alcohol, Tobacco, and Other Drugs

1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
6. Compare and contrast the physical and behavioral effects of each classification of drugs.
7. Analyze health risks associated with injecting drug use.
8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.

2.3.8 C. Dependency/Addiction and Treatment

1. Analyze the physical, social, and emotional indicators and stages of dependency.
2. Discuss ways to quit using substances and discuss factors that support the ability to quit.
3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.
4. Describe how substance abuse affects the individual, the family, and the community.
5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

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.

By the end of Grade 2, students will:

2.4.2 A. Relationships

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.
 - Kindergarten - Second Grade - Discuss how talking to other family members, doctors, counselors, or clergy can help in a crisis.
4. Define friendship and explain that friends are important throughout life.
5. Identify appropriate ways for children to show affection and caring.

2.4.2 B. Sexuality

1. Explain the physical differences and similarities of the genders.

2.4.2 C. Pregnancy and Parenting

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.

By the end of Grade 4, students will:

2.4.4 A. Relationships

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.

2.4.4 B. Sexuality

1. Describe the physical, social, and emotional changes occurring at puberty.
 - Fourth Grade - (Girls) Discuss Maturation and the monthly ovulation cycle.
2. Discuss why puberty begins and ends at different ages for different people.

2.4.4 C. Pregnancy and Parenting

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.
 - Fourth Grade - Understand the need to avoid drugs, alcohol and tobacco due to the cause of birth defects. Discuss how healthy foods help develop a healthy fetus.

By the end of Grade 6, students will:

2.4.6 A. Relationships

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.
 - Fifth - Sixth Grade - communication, compromises, be a good listener and talking honestly
4. Describe how peer relationships may change during adolescence.

5. Discuss different forms of dating and explain the role of dating in personal growth.

2.4.6 B. Sexuality

1. Describe the individual growth patterns of males and females during adolescence.
 - Fifth Grade - (Girls) maturation program - discuss monthly ovulation cycle, (Males) - puberty, changes the body goes through
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.

2.4.6 C. Pregnancy and Parenting

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.

By the end of Grade 8, students will:

2.4.8 A. Relationships

1. Compare and contrast the current and historical role of marriage and the family in community and society.
2. Discuss changes in family structures and the forces that influence change.
3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
4. Discuss factors that enhance and sustain loving, healthy relationships.
5. Describe how various cultures date or select life partners.
6. Differentiate among affection, love, commitment, and sexual attraction.
7. Describe the signs of an unhealthy relationship and develop strategies to end it.
8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

2.4.8 B. Sexuality

1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
2. Analyze internal and external pressures to become sexually active.
3. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
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.
7. Discuss topics regarding sexual orientation.
8. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.

2.4.8 C. Pregnancy and Parenting

1. Describe fertilization and each stage of embryonic and fetal development.
2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
7. Describe effective parenting strategies and resources for help with parenting.
8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

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.

By the end of Grade 2, students will:

2.5.2 A. Movement Skills

1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
2. Demonstrate smooth transitions between sequential movement skills used in combination.
3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
4. Move in personal and general space at different levels, directions, and pathways.
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.
6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.
7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
8. Respond appropriately to verbal and visual cues during physical activity.
9. Correct movement errors in response to feedback.
10. Demonstrate the use of creative movement in response to music, poetry, or stories.

Suggested strategies and resources to meet standard 2.5.2 A:

- Students will perform the following locomotor (traveling actions) skills: walk, run, jump, hop, gallop, skip, slide, leap, and walk backwards.
- Students will perform the following nonlocomotor (movement in place) skills: bending, reaching, twisting, swinging, pushing, pulling, balancing, landing, falling, lifting, hanging, and climbing.
- Students will perform activities using the following manipulatives: wands, hoops, scoops, parachute, beanbags, pins, balls, ribbons, scarves, Frisbees, darts, balloons, paddles, foxtails, and jump bands.
- Students will perform free flow movements using different locomotor skills in low-organized grade level games.
- Students will balance beanbags on different body parts (stationary and traveling).
- Students will participate in low-organized games where they will demonstrate their ability to perform locomotor skills, nonlocomotor skills,

and manipulate objects at different levels while moving in straight, curved, or zig-zag pathways.

- Students will travel over, under, around, and through various obstacles.
- Students will travel at different speeds based on instructor's visual and verbal signals.
- Students will demonstrate their ability to put selected body parts in high, medium, and low levels.
- Students will adapt movement skills in relation to objects, other participants, and boundaries.
- Students will use their bodies to create round, narrow, wide, twisted, and symmetrical shapes individually and with partners.
- Students will manipulate their bodies (individually and with partners) to form the letters of the alphabet needed to show the correct spelling of selected words.
- Students will use a scooter to travel in selected pathways in a prone, seated, and kneeling position.
- Students will work on establishing the following relationships with partners: leading, following, mirroring, matching, and performing movements in unison.
- Students will manipulate equipment at high, medium, and low levels (dribble a basketball, catch a scarf/ball).
- Students will jump over a self-turned rope continuously.
- Students will demonstrate a clear contrast in effort (force, varying speeds) applied in locomotor, nonlocomotor, and manipulative skills.
- Students will perform simple dances to music in addition to rhythmical cue sounds produced by the teacher.
- Students will manipulate their bodies based on imagery-based directions.
- Students will perform balances while bending, twisting, and stretching.
- Students will travel and change directions quickly in response to a verbal or visual signal.
- Students will jump and land, using a combination of one and two foot take-offs and landings.

2.5.2 B. Movement Concepts

1. Identify body planes and parts.
2. Explain how changes in direction, pathways and levels can alter movement.
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
4. Distinguish between personal and general space.
5. Explain verbal and visual cues used to improve skill performance.
6. Define and use basic movement vocabulary to describe physical activity.

Suggested strategies and resources to meet standard 2.5.2 B:

- Students will explain why it is easier to balance using two or more bases of support.
- Students will identify a sagittal, frontal, and transverse body plane and demonstrate movements that are specific to each region.
- Students will recall how musical tempo can affect the speed that they are traveling at.
- Students will recognize that bending their knees after a jump, hop, or leap will soften their landing.
- Students will be able to circle pictures or state key indicators of correct form to be used for kicking a soccer ball, throwing a baseball, shooting a basketball, running, and catching a ball.
- Students will show their recognition of body parts by catching scarves in addition to balancing beanbags on designated areas of the body.
- Students will be able to identify activities that can be associated with a low intensity level (walking, playing golf), medium intensity level (jogging, playing baseball), and high intensity level (sprinting, playing basketball or soccer).

2.5.2 C. Strategy

1. Differentiate between competitive and cooperative strategies.

Suggested strategies and resources to meet standard 2.5.2 C:

- Students will apply various strategies in low-organized games.
- Students will work with classmates to discuss possible strategies to help their team complete a task (passing balls without hands, sending beanbags high into the air with a parachute, group juggling, and obstacle course).

2.5.2 D. Sportsmanship, Rules, and Safety

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.

Suggested strategies and resources to meet standard 2.5.2 D:

- Students will be able to differentiate between examples of good and bad sportsmanship.
- Students will recognize examples of traveling and participating in games safely (move at a safe speed, keep your head up, don't swing equipment when you are around others, jump rope in open areas only).
- Students will explain why not following the rules can lead to potentially dangerous situations for themselves and other classmates.

- Students will be able to verbalize the rules in physical education class and at recess while on the playground.
- Students will be able to use the equipment in physical education class and at recess properly.
- Students will learn that a nutritious diet, getting at least 8 hours of sleep each night, and maintaining strong muscles, bones, and joints (as a result of exercising) will lead to an enhanced performance in physical activities in addition to brain functioning.
- Students will accept the role of the official in a game of low organization and be able to verbalize the rules to other participants.

2.5.2 E. Sport Psychology

1. Explain that mental attitude influences physical performance.

Suggested strategies and resources to meet standard 2.5.2 E:

- Students will be able to describe what confidence is and how it can have a positive effect on the performance of movement skills.
- Students will learn that confidence can be attained through practice and preparation and will provide examples of situations when they felt confident.

By the end of Grade 4, students will:

2.5.4 A. Movement Skills

1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.
2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).
3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.
6. Change the effort or range of a movement skill or combination to improve performance.
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.
8. Respond appropriately to visual and verbal cues during physical activity.
9. Correct movement errors in response to feedback and explain how the change improves performance.
10. Apply a learned skill to another movement setting.

11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.

Suggested strategies and resources to meet standard 2.5.4 A:

- Students will observe the technique of others as they perform selected skills and provide feedback to help improve their performance (throwing, punting, kicking, shooting a basketball, and swinging a baseball bat).
- Students will perform the following locomotor skills in isolated practice, combinations, and games: walk, run, jump, hop, gallop, slide, leap, crawl, dodge, and creep.
- Students will perform the following non-locomotor skills in game and selected practice situations: bending, reaching, twisting, swinging, pushing, pulling, balancing, landing, falling, curling, rolling, stretching, and hanging.
- Students will perform skill combinations: jumping to catch an object, jumping to throw an object, galloping while dribbling a basketball, catching an object as one is just starting to roll forward, throwing on the run.
- Students will perform the following sport skills in modified situations based on ability: bouncing, dribbling, catching, throwing, kicking, dodging, striking (with hands and implements), tagging, starting, stopping, volleying, dribbling, rolling an object, punting, and trapping.
- Students will perform dance related skills at varying rhythms, tempos, relationships, levels, pathways, and balances. Dances may include but are not limited to “The Cha-cha Slide,” “The Macarena,” “The Electric Slide,” and “The Cotton-Eyed Joe.”
- Students will work with others to create their own dance performances in which they are required to incorporate selected steps, movements at a high, medium, and low level, and manipulating props such as a wand, scarf, or ribbon.
- Jump over a self-turned rope continuously in addition to jumping over a long rope turned by classmates.
- Students will incorporate movement skills in the following lead-up games: soccer, basketball, floor hockey, and newcomb volleyball.
- Students will demonstrate their ability to transfer weight from their feet to their hands, and then back to their feet as they perform a kick-up.
- Students will manipulate an object (racket, paddle, bat) to hit a ball so that it travels a designated distance or over a specific marker.
- Students will perform manipulative actions that correspond to a rhythmical cue.
- Students will maintain flexibility by combining shapes, levels, and pathways into simple sequences.
- Students will demonstrate a leap in which either foot leads.

2.5.4 B. Movement Concepts

1. Discuss the importance of proper body mechanics when performing movement skills.
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
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).
4. Discuss ways to refine and increase control when performing movement skills.
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).
6. Explain how a movement skill can be used in another movement setting.
7. Give examples of verbal and visual cues used to improve movement skill performance.
8. Define and use skill- and activity-specific vocabulary.

Suggested strategies and resources to meet standard 2.5.4 B:

- Students will explain what can happen in the following skills if the body mechanics are performed incorrectly:
 - step forward with incorrect foot when throwing a ball
 - weight is not transferred properly (hitting a baseball, throwing a ball, defensive sliding in basketball)
 - why arms should not cross mid-line when running
 - how different release points affect where object will go (football, Frisbee, soccer throw-in)
- Students will demonstrate performing skills using varying amounts of effort to discover the proper amount of force (really strong or light) the situation calls for (passing a ball different distances, punting a ball towards a target, dribbling at different levels, swinging a racket to send a ball to a partner).
- Students will explain why it is essential to have a wide base of support to perform so many different sports skills (swinging a baseball bat, playing defense in basketball, demonstrating a ready position when playing the field in kickball/baseball, making a juke/dodge move).
- Students will explain and demonstrate with their bodies the difference between a symmetrical and asymmetrical shape.
- Students will explain and demonstrate the difference between accelerating and decelerating.
- Students will discuss how various sports and movements require different types of flow (bound or free).
- Students will explain and demonstrate the similarities and differences between meeting, parting, matching, mirroring, leading, and following a partner.
- Students will recall examples of static balances and dynamic balances and explain the differences.
- Students will demonstrate a stretch that will help to increase the range of motion of a joint.

- Students will perform selected movements at a rushed speed (throw a beanbag as soon as you catch it) and explain how their form and end result was altered as a result.
- Students will learn about the following terms: interception, leading a receiver, face-off, double dribble, penalty, foul, and other terms that can be found in the sport specific units.
- Students will discuss the similarities and differences in traveling skills used in selected sports.
- Students will recognize motor skills that involve the hands crossing the mid-line of the body (swinging a baseball bat, throwing a Frisbee, crossing over a self-turned jump rope).
- Students will explain ways of generating more force when performing skills such as throwing a football, kicking a soccer ball, and hitting a ball with an implement.
- Students will describe and demonstrate the body position for each cue associate with the overhand throw.

2.5.4 C. Strategy

1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.

Suggested strategies and resources to meet standard 2.5.4 C:

- Students will discuss what strategies may help their team (or class) based on the challenge or objective.
- Students will explain why a juke or dodge movement is so effective in so many different sports and games (tag, football, basketball, soccer).
- Students will explain how the arrangement and positioning of players can either hurt or help their team in the following games: capture the flag, basketball, kickball, floor hockey, and team handball.
- Students will recognize why a baseball team sets up the way they do (player positioning) in the field and explain any similarities or differences to that of a basketball or soccer team.
- Students will discover what strategies worked the best when trying to pass a ball around (soccer, football, yarn ball, lacrosse) while trying to avoid having a defender gain possession of it.

2.5.4 D. Sportsmanship, Rules and Safety

1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.

2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.

3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.

Suggested strategies and resources to meet standard 2.5.4 D:

- Students will demonstrate good sportsmanship by shaking hands with members of the other team following competitive activities.
- Students will identify and demonstrate positive comments that can be called out to players who are participating in an athletic competition.
- Students will recall instances where they have heard negative comments called out by spectators or classmates and explain if it had an adverse effect on their performance.
- Students will recognize the potentially harmful outcomes of using equipment inappropriately.
- Students will be able to recall the class rules and consequences by continually reinforcing them.
- Students will hear examples of realistic moments from sporting events and determine which would be the best choice they could make to demonstrate good sportsmanship in that situation. i.e.:
 - The referee has called a foul on you in a basketball game even though you are positive (and so is your coach and everyone else in the gym) that you did not commit it. How would you handle that situation to show good sportsmanship?
 - Your best friend scores the game winning goal in soccer to beat your team by the score of 3-2. You really wanted to win this game as it meant advancing to the play-offs and having your season continue. What could you do to show good sportsmanship?
 - Your coach comes to you before the game and says that he wants you to try and hurt the other team's best player to help give your team a better chance of winning the game. How would you react to what your coach has said?

2.5.4 E. Sport Psychology _____

1. Describe a variety of mental strategies used to prepare for physical activity.

Suggested strategies and resources to meet standard 2.5.4 E:

- Students will learn about the benefits of proper nutrition, sleep, stretching, preparation, and confidence as a means of feeling strong and healthy for physical activity.
- Students will discuss the following quote by Michael Jordan: "You have to expect things of yourself before you can do them."

By the end of Grade 6, students will:

2.5.6 A. Movement Skills

1. Demonstrate developmentally appropriate form when using movement skills in applied settings.
2. Demonstrate the use of force and motion to impact the quality of physical movement.
3. Employ the principles of space, effort, and relationships to modify movement.
4. Modify movement in response to dynamic, interactive environments.
5. Use visual and verbal cues to improve performance during a physical activity.
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.
7. Apply a learned skill to another movement setting.
8. Perform planned movement sequences based on a theme and using rhythm or music.

Suggested strategies and resources to meet standard 2.5.6 A:

- Demonstrate and employ principles in the following activities:

-Team Sports

Basketball
Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
Hockey Sack
Track and Field
Tennis

-Lifetime/Recreation Activities

Cross Country
Croquet
Dance
Tennis
Ultimate Frisbee

-Physical Fitness

President's Physical Fitness
Fitness Testing
Yoga
Aerobics

-Project Adventure

Cooperative Games
Problem Solving

2.5.6 B. Movement Concepts

1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.
2. Discuss how the principles of force and motion impact the quality of movement.
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.
4. Describe how to refine and increase control when performing movement skills.
5. Discuss how to modify movement in response to dynamic, interactive environments.
6. Analyze how a movement skill can be transferred to another movement setting.
7. Discuss how practice, regular participation, and appropriate feedback improve performance.
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.

Suggested strategies and resources to meet standard 2.5.6 B:

- Analyze, describe and discuss all skills in the following activities:

-Team Sports

Basketball
Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
Hackey Sack
Track and Field
Tennis

-Lifetime/Recreation Activities

Cross Country
Croquet
Dance
Tennis
Ultimate Frisbee

-Physical Fitness

President's Physical Fitness
Fitness Testing

Yoga
Aerobics
-Project Adventure
Cooperative Games
Problem Solving

2.5.6 C. Strategy

1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.

Suggested strategies and resources to meet standard 2.5.6 C:

- Discuss and demonstrate skills in the following activities:

-Team Sports

Basketball
Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
Hackey Sack
Track and Field
Tennis

-Project Adventure

Cooperative Games
Problem Solving

2.5.6 D. Sportsmanship, Rules, and Safety

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.

Suggested strategies and resources to meet standard 2.5.6 D:

- Discuss, compare and summarize sportsmanship, rules and safety in the following activities:

-Team Sports

Basketball

Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
Hackey Sack
Track and Field
Tennis

-Lifetime/Recreation Activities

Cross Country
Croquet
Dance
Tennis
Ultimate Frisbee

-Physical Fitness

President's Physical Fitness
Fitness Testing
Yoga
Aerobics

-Project Adventure

Cooperative Games
Problem Solving

2.5.6 E. Sport Psychology

1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

Suggested strategies and resources to meet standard 2.5.6 E:

- Students will be able to describe what confidence is and how it has a positive effect on the performance of skills.
- Discuss, describe and demonstrate sport psychology in the following activities:

-Team Sports

Basketball
Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee

- Volleyball*
- Individual/ Dual Sports**
- Cross Country*
- Hockey Sack*
- Track and Field*
- Tennis*
- Lifetime/Recreation Activities**
- Cross Country*
- Croquet*
- Dance*
- Tennis*
- Ultimate Frisbee*
- Physical Fitness**
- President's Physical Fitness*
- Fitness Testing*
- Yoga*
- Aerobics*
- Project Adventure**
- Cooperative Games*
- Problem Solving*

By the end of Grade 8, students will:

2.5.8 A. Movement Skills

1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
2. Demonstrate how equilibrium, rotation, and range of motion impact performance
3. Apply the impact of various applications of force and motion during physical activity.
4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.
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.
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).

Suggested strategies and resources to meet standard 2.5.8 A:

- Demonstrate correct form, control and employ principles in the following activities:

- Team Sports**
- Basketball*

Flag/Touch Football

Soccer

Floor Hockey

Softball

Speedball

Ultimate Frisbee

Volleyball

-Individual/ Dual Sports

Cross Country

Hockey Sack

Track and Field

Tennis

-Lifetime/Recreation Activities

Cross Country

Croquet

Dance

Tennis

Ultimate Frisbee

-Physical Fitness

President's Physical Fitness

Fitness Testing

Yoga

Aerobics

-Project Adventure

Cooperative Games

Problem Solving

2.5.8 B. Movement Concepts

1. Describe how equilibrium, rotation, and range of motion impact performance.
2. Analyze the application of balance and counterbalance when performing or observing movement skills.
3. Compare and contrast the use of space and flow in physical activities.
4. Summarize how movement can be made more interesting, creative, or effective.
5. Discuss the stages of movement skill development and the importance of practice.
6. Describe the influence of history and culture on games, sports, and dance.

Suggested strategies and resources to meet standard 2.5.8 B:

- Summarize, describe, and analyze correct form and control in the following activities:
- Describe influences of history and culture in the following activities:

-Team Sports

Basketball

Flag/Touch Football

Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
Hackey Sack
Track and Field
Tennis

-Lifetime/Recreation Activities

Cross Country
Croquet
Dance
Tennis
Ultimate Frisbee

-Physical Fitness

President's Physical Fitness
Fitness Testing
Yoga
Aerobics

-Project Adventure

Cooperative Games
Problem Solving

2.5.8 C. Strategy

1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.

Suggested strategies and resources to meet standard 2.5.8 C:

- Discuss and demonstrate skills in the following activities:

-Team Sports

Basketball
Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
Hackey Sack

Track and Field
Tennis
-Project Adventure
Cooperative Games
Problem Solving

2.5.8 D. Sportsmanship, Rules, and Safety

1. Analyze participant and observer behaviors for evidence of good sportsmanship.
2. Employ general- and activity-specific rules and analyze their impact on participation.

Suggested strategies and resources to meet standard 2.5.8 D:

- Discuss, compare and summarize sportsmanship, rules and safety in the following activities:

-Team Sports

Basketball
Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
Hockey Sack
Track and Field
Tennis

-Lifetime/Recreation Activities

Cross Country
Croquet
Dance
Tennis
Ultimate Frisbee

-Physical Fitness

President's Physical Fitness
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-Project Adventure

Cooperative Games
Problem Solving

2.5.8 E. Sport Psychology

1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

Suggested strategies and resources to meet standard 2.5.8 E:

- Students will be able to describe what confidence is and how it has a positive effect on the performance of skills.
- Discuss, describe and demonstrate sport psychology in the following activities:

-Team Sports

Basketball
Flag/Touch Football
Soccer
Floor Hockey
Softball
Speedball
Ultimate Frisbee
Volleyball

-Individual/ Dual Sports

Cross Country
HockeySac
Track and Field
Tennis

-Lifetime/Recreation Activities

Cross Country
Croquet
Dance
Tennis
Ultimate Frisbee

-Physical Fitness

President's Physical Fitness
Fitness Testing
Yoga
Aerobics

-Project Adventure

Cooperative Games
Problem Solving

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.

By the end of Grade 2, students will:

2.6.2 A. Fitness and Physical Activity

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.

Suggested strategies and resources to meet standard 2.6.2 A:

- Students will learn about and perform a variety of health-related fitness activities:
 - Muscular Strength and Endurance (push-ups, sit-ups, pull-ups flexed arm hang)
 - Flexibility (good range of motion achieved through daily stretching)
 - Cardiorespiratory Endurance (strong heart)
 - Body Composition (lean bodies)
- Students will learn about and perform a variety of skill-related fitness activities:
 - Speed (sprinting, chasing, fleeing, and dodging activities)
 - Agility (changing directions, basketball defensive sliding, obstacle course)
 - Reaction time (visually tracking and attempting to catch an object off of unpredictable bounces, moving towards an object and attempting to catch it only after their partner releases the ball from their hand)
 - Coordination
 - Power
 - Balance (balancing on selected body parts using different bases of support, balance beam)
- Students will determine which activities bring about a faster heart rate, sweating, and heavy breathing (walking versus jogging, jumping jacks versus stretching, start n' stop versus selected tag games).

- Students will discuss the importance of properly warming up prior to participating in physical activity.
- Students will be asked to bring in pictures of people performing activities that would increase their cardiorespiratory endurance.
- Students will be able to provide examples of exercises that will increase muscular strength (how much) and those that would increase muscular endurance (how many).

2.6.2 B. Training

1. Explain that too much or not enough exercise can be harmful.
2. Explain that participation in regular physical activity contributes to wellness.

Suggested strategies and resources to meet standard 2.6.2 B:

- Students will learn about the risks of over-training (soreness, run down, depression, lack of motivation, decreased performance, loss of appetite, loss of concentration, longer recovery times).
- Students will recognize the advantages to regular physical activity (lowers risk of many diseases such as cancer and heart disease, lowers blood pressure, helps to prevent against acquiring diabetes and osteoporosis, boosts brain power, can reduce stress as moods and feelings are improved).
- Students will discuss why certain athletes (from different sports or playing different positions) would need to train harder in certain areas than others (strength, speed, endurance, flexibility, power, agility). Ex. Why would a golfer have a different training regiment compared to a running back in football?

2.6.2 C. Achieving and Assessing Fitness

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.

Suggested strategies and resources to meet standard 2.6.2 C:

- Students will train and keep records of their progress on the following physical activities: sit-ups, jumping jacks, push-ups, flexed-arm hang, shuttle run, jumping rope, and endurance run.
- Students will create realistic goals that they will monitor for improvement throughout the year in the following areas: sit-ups (amount that can be done in one minute using correct form), flexed-arm hang (total duration the student can hang for), shuttle run (measures speed and agility),

endurance run (time it takes for student to jog/run 1/2 mile or time a student can jog/run before they must walk).

- Students will calculate the improvement that was made (in selected physical activity that was being tracked) and explain why they think progress was made.

By the end of Grade 4, students will:

2.6.4 A. Fitness and Physical Activity

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.

Suggested strategies and resources to meet standard 2.6.4 A:

- Students will discuss and participate in the following health-related activities:
 - Muscular Strength and Endurance (push-ups, sit-ups, squats)
 - Flexibility (stretching)
 - Cardiorespiratory Endurance (jog, run)
 - Body Composition
- Students will discuss and participate in the following skill-related activities:
 - Speed
 - Agility (sprinting, sliding, obstacle course)
 - Reaction Time (moving on release of a ball to catch it off the bounce)
 - Coordination
 - Power
 - Balance
- Students will recognize examples of exercises that can be performed to improve each component of health and skill related activities.
- Students will monitor the changes brought on with vigorous exercise: increased heart rate, need to intake more oxygen by breathing heavier, and more perspiration.
- Students will demonstrate proper warm-up techniques and identify the body parts that are being targeted.
- Students will identify and demonstrate an exercise to increase muscular strength (how much) and muscular endurance (how many).
- Students will recognize the benefits that are a result of participating in health-related activities.

2.6.4 B. Training

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.

Suggested strategies and resources to meet standard 2.6.4 B:

- Students will recognize the importance of physical activity by creating a poster which explains (through words and pictures) the benefits of exercising daily, activities that one can partake in, and the harm of living a sedentary life.
- Students will recognize why individuals choose to take anabolic steroids and supplements (increased muscle growth) and what the negative side effects can be (acne, mood swings, health problems).
- Students will learn about the concepts of FIT by developing a training plan that is appropriate for their current level of fitness and desired goals.

2.6.4 C. Achieving and Assessing Fitness

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.

Suggested strategies and resources to meet standard 2.6.4 C:

- Students will train and participate in physical fitness testing for the following categories:
 - Strength (pull-ups, push-ups, flexed-arm hang)
 - Flexibility (v-sit, sit and reach)
 - Muscular Endurance (curl-ups, crunches)
 - Speed/agility (shuttle run)
 - Endurance (distance running, jumping rope, jumping jacks)
- Students will identify at least three aerobic activities (running, jumping rope, riding a bicycle) and be challenged to maintain involvement in a selected exercise for a designated amount of time.
- Students will explain the difference between aerobic and anaerobic activities.

- Students will identify the location and function of muscles used to perform the physical fitness tests.
- Students will learn how to measure their heart rate and will do so by tracking it for activities of varying intensity.
- Students will use stop watches to track their improvements in either laps completed in a set amount of time while running or time it took before they were fatigued and had to start walking.

By the end of Grade 6, students will:

2.6.6 A. Fitness and Physical Activity _____

1. Describe the physical, social, and emotional benefits of regular physical activity.
2. Differentiate among activities that improve skill fitness versus health-related fitness.
3. Describe how body systems adapt over time to regular physical activity.
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.
5. Investigate technological advances that impact physical activity and fitness.
6. Describe the relationship between physical activity, healthy eating, and body composition.

Suggested strategies and resources to meet standard 2.6.6 A:

- Students will discuss and participate in the following health-related activities:
 - Muscular Strength and Endurance (push-ups, sit-ups, squats)
 - Flexibility (stretching)
 - Cardio respiratory Endurance (jog, run, jumping rope)
 - Body Composition
- Students will discuss and participate in the following skill-related activities:
 - Speed (sprinting, short distance running)
 - Agility (shuttle run, sprinting, sliding, obstacle course)
 - Reaction Time (moving on release of a ball to catch it off the bounce)
 - Coordination
 - Power
 - Balance
- Students will recognize examples of exercises that can be performed to improve each component of health and skill related activities.
- Students will monitor the changes brought on with vigorous exercise: increased heart rate, need to intake more oxygen by breathing heavier, and more perspiration.

- Students will demonstrate proper warm-up techniques and identify the body parts that are being targeted.
- Students will identify and demonstrate an exercise to increase muscular strength (how much) and muscular endurance (how many).
- Students will recognize the benefits that are a result of participating in health-related activities.

2.6.6 B. Training

1. Discuss the relationship between practice, training, and injury prevention.
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
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.

Suggested strategies and resources to meet standard 2.6.6 B:

- Students will recognize the importance of physical activity by measuring their own progress throughout the year and discuss and recognize the harm of living a sedentary life.
- Students will recognize why individuals choose to take anabolic steroids and supplements (increased muscle growth) and what the negative side effects can be (acne, mood swings, health problems).
- Students will learn about the concepts of FIT by developing a personal training plan that is appropriate for their current level of fitness and desired goals.

2.6.6 C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.
3. Monitor physiological indicators before, during, and after exercise.
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.

Suggested strategies and resources to meet standard 2.6.6 C:

- Students will train and participate in physical fitness testing for the following categories:

- Strength (pull-ups, push-ups, flexed-arm hang, standing long jump, running long jump)
- Flexibility (v-sit, sit and reach)
- Muscular Endurance (curl-ups, crunches)
- Speed/agility (shuttle run, 50 yard dash,)
- Endurance (distance running, jumping rope, jumping jacks)
- Students will identify the location and function of muscles used to perform the physical fitness tests.
- Students will learn how to measure their heart rate and will do so by tracking it for activities of varying intensity.
- Students will use stop watches to track their improvements in either laps completed in a set amount of time while running or time it took before they were fatigued and had to start walking.

By the end of Grade 8, students will:

2.6.8 A. Fitness and Physical Activity

1. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.
6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

Suggested strategies and resources to meet standard 2.6.8 A:

- Students will summarize, differentiate all healthy benefits when participating in the following health-related activities:
 - Muscular Strength and Endurance (push-ups, sit-ups, squats)
 - Flexibility (stretching)
 - Cardio respiratory Endurance (jog, run, jumping rope)
 - Body Composition
- Students will discuss and participate in the following skill-related activities:
 - Speed (sprinting, short distance running)
 - Agility (shuttle run, sprinting, sliding, obstacle course)
 - Reaction Time (moving on release of a ball to catch it off the bounce)
 - Coordination

-Power

-Balance

- Students will recognize examples of exercises that can be performed to improve each component of health and skill related activities.
- Students will monitor the changes brought on with vigorous exercise: increased heart rate, need to intake more oxygen by breathing heavier, and more perspiration.
- Students will demonstrate proper warm-up techniques and identify the body parts that are being targeted.
- Students will identify and demonstrate an exercise to increase muscular strength (how much) and muscular endurance (how many).
- Students will recognize the benefits that are a result of participating in health-related activities.

2.6.8 B. Training

1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
2. Apply training principles to establish a progression of activity that will improve each component of fitness.
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

Suggested strategies and resources to meet standard 2.6.8 B:

- Students will recognize the importance of physical activity by measuring their own progress throughout the year and discuss and recognize the harm of living a sedentary life. Presidents' Physical Fitness
- Students will recognize why individuals choose to take anabolic steroids and supplements (increased muscle growth) and what the negative side effects can be (legal problems, acne, mood swings, health problems).
- Students will learn about the concepts of FIT by developing a personal training plan that is appropriate for their current level of fitness and desired goals.

2.6.8 C. Achieving and Assessing Fitness

1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
3. Monitor physiological responses before, during and after exercise and compare changes.

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.

5. Demonstrate age- and gender-specific progress towards improving each component of fitness.

Suggested strategies and resources to meet standard 2.6.8 C:

- Students will train and participate in physical fitness testing for the following categories:
 - Strength (pull-ups, push-ups, flexed-arm hang, standing long jump, running long jump)
 - Flexibility (v-sit, sit and reach)
 - Muscular Endurance (curl-ups, crunches)
 - Speed/agility (shuttle run, 50 yard dash, 220 yard run walk)
 - Endurance (distance running, jumping rope, jumping jacks)
- Students will identify the location and function of muscles used to perform the physical fitness tests.
- Students will learn how to measure their heart rate and will do so by tracking it for activities of varying intensity.
- Students will use stop watches to track their improvements.

Physical Education Units (K-8): Team Sports

1. Basketball

- **Terminology:** traveling, double dribble, foul, give and go, pick, free throw, the line, 3-point arc, jump ball, half-court, baseline, James Naismith, March Madness, guard, forward, center
- **Sport Specific Skills to be learned:** defensive sliding, passing (chest, bounce, and baseball), shooting (lay-up, jump shot, free throw), rebounding, boxing out,
- **Students will be able to:**
 - dribble a basketball at least 7 consecutive times (K-1).
 - dribble a basketball at least 10 consecutive times (2).
 - dribble a basketball at least 15 consecutive times (3-4)
 - maintain a dribble for an extended period of time during a low organized game (3-8).
 - bend their knees, keep their shooting elbow in, and follow through as they shoot a basketball (3-8).
 - bend their knees, stay on the balls of their feet, and extend their arms to demonstrate a proper defensive stance as they slide in different directions based on verbal and visual cues (2-8).
 - demonstrate their ability to perform a bounce pass, chest pass, and baseball pass to a partner (1-8).

-explain the importance of moving to an open spot after making a pass to a teammate (3-8).

2. Flag/Touch Football

- **Terminology:** interception, lateral, fumble, touchdown, field goal, extra point, post pattern, hook pattern, out pattern, fly pattern, slant pattern, 1st, 2nd, 3rd, 4th down, punt, safety, touchback, onside kick, equipment, quarterback, linemen, safety, cornerback, running back
- **Sport Specific Skills to be learned:** running receiver routes, grip and mechanics of throwing the football, juke moves, carrying the football, performing a kick-off
- **Students will be able to:**
 - throw a football using the proper body mechanics (3-8).
 - demonstrate their ability to run the following receiver routes: post, slant, hook, fly, and out.
 - demonstrate their ability to throw a football to receiver that is in motion (2-8).
 - avoid defenders and cones as they work on improving their agility by properly carrying the football like a running back (3-8).
 - punt a football using a three step approach (2-8).
 - apply terminology and rules where appropriate (2-8).
 - apply safety factors (2-8).

3. Floor Hockey

- **Terminology:** checking, overtime, face-off, high stick, slashing, puck, bandy, periods
- **Sport Specific Skills to be learned:** dribbling the puck, carrying the puck, taking a face-off
- **Students will be able to:**
 - demonstrate their ability to dribble and carry the floor hockey puck or ball (K-8).
 - dribble or carry the puck throughout obstacles or while trying to avoid defenders (2-8).
 - use the blade of their stick to tenderly receive a pass (3-8).
 - shoot and score a goal on an open net three times out of five from a distance of 8 feet away (1-2).
 - shoot and score a goal on an open net three times out of five from a distance of 12 feet away (3-4).

4. Soccer

- **Terminology:** hand ball, trapping, dribbling, heading, throw-in, goal keeper, corner kick, direct kick, draw, penalty kick
- **Sport Specific Skills to be learned:**
- **Students will be able to:**
 - demonstrate their ability to use the instep of their foot to kick a soccer ball into a goal (K-8).
 - lead a partner on the move with a pass using the inside of their foot (3-8).
 - demonstrate a goalie ready position and react to try and save a ball from going into the goal (2-8).
 - trap the soccer ball using the inside of their foot or by gently placing their foot on top of the moving soccer ball (1-8).
 - trap a stationary soccer ball prior to kicking it to a partner (1-2).
 - participate in a modified version of sideline soccer with other classmates (3-8).
 - demonstrate the knowledge of rules and skills in the game of soccer (3-8).

5. Softball/Wiffle Ball

- **Terminology:** force out, bunt, single, double, triple, infield, outfield, stolen base, rbi, home run, strike out, walk, grounder, fly ball, on deck circle, dugout
- **Sport Specific Skills to be learned:** fielding a ground ball, catching a high pop, running the bases, defensively playing each position
- **Students will be able to:**
 - work with a partner to practice fielding ground balls (rolled to each other) and then trying to quickly make an accurate throw back to them (2-8).
 - visually track and catch a high pop that is thrown to them by a partner (2-4).
 - demonstrate the mechanics of swinging a baseball bat as they try to hit a ball that is lobbed over the plate to them (3-4).
 - demonstrate an understanding of swinging a baseball bat as their actions reflect some of the taught cues to hitting a ball off of a batting tee (K-2).
 - demonstrate to run the bases in the correct order, touching each one with their right foot, at their top speed (K-8).

6. Team Handball

- **Terminology:** fouls, charging, Olympic Handball, pivot, shootout, semicircle, attackers, give and go
- **Sport Specific Skills to be learned:** one handed power shot, 2 handed shot, bounce shot, dribbling
- **Students will be able to:**
 - demonstrate their ability to dribble and pass the ball as they avoid having defenders knock it away or steal it (3-8).

-learn the basic rules of team handball and participate in a modified no-contact game (3-8).

7. Ultimate Frisbee

- **Terminology:** drop, block, interception, throw-away, stall, out of bounds, violations, scoring
- **Sport Specific Skills to be learned:** throwing, catching, defensive strategies, offensive strategies
- **Students will be able to:**
 - explore with the basic mechanics of throwing the Frisbee towards a target (K-2).
 - demonstrate their ability to properly throw a Frisbee by using the taught cues (3-8).
 - throw a Frisbee through a propped up hula-hoop target three times out of five from a developmentally appropriate distance (K-8).
 - lead a receiver in motion by throwing the football in front of where they are traveling (3-8).
 - participate in a modified version of ultimate Frisbee (3-8).
 - employ basic strategies during play (3-8).
 - apply safety factors during play (3-8).

8. Volleyball

- **Terminology:** block, spike, bump, set, dig, service, rotation, side-out, dink, rapid scoring system
- **Sport Specific Skills to be learned:** correct hand position and technique of bumping, setting, and serving, students will learn the correct rotation that is required to play a game
- **Students will be able to:**
 - demonstrate the proper form required to perform an underhand serve (3-8).
 - volley the ball with a partner and make at least 4 consecutive hits using either the set or bump technique (3-4).
 - use balloons to practice volleying with different body parts with partners and over nets of varying heights (K-2).
 - participate in a game of Newcomb Volleyball (3-4).
 - relate the origin and basic evolution of the game (3-8).
 - apply terminology and rules where appropriate (3-8).
 - perform the following skills: serving, setting, passing digging, blocking, positioning, bumping, dink (3-8).
 - employ volleyball maneuvers using the appropriate body mechanics and

form in a scrimmage (3-8).

-apply the safety factors involved in playing volleyball (K-8).

Physical Education Units (K-8): Individual/Dual Sports

1. Bowling

- **Terminology:** strike, spare, frame, gutter ball, split
- **Sport Specific Skills to be learned:** three step approach and delivery
- **Students will be able to:**
 - demonstrate a three step approach and delivery to roll the ball towards the pins (2-8).
 - explain the importance of following through after releasing the bowling ball and recall other sports where a follow through is needed to perform certain skills.
 - knock down at least $\frac{1}{2}$ of the pins that are set up from a developmentally appropriate distance (K-8).

2. Box Ball/Four Square

- **Terminology:** Around the World, Reverse Around the World, Free Wheeler, Tea for Two
- **Sport Specific Skills to be learned:** underhand strike, ready position, serving technique
- **Students will be able to:**
 - work cooperatively with others as they participate in box ball games (3-8).
 - apply acquired box ball strategies into a game setting (3-8).

3. Cross Country

- **Terminology:** pacing, kick,
- **Sport Specific Skills to be learned:** students will learn about the mechanics and body position associated with running, they will learn about the importance of pacing themselves, breathing, arm carry, relaxation
- **Students will be able to:**
 - identify the difference between running a cross country race compared to road and track running (K-2).

- run on a designated cross country course created within the school grounds (2-8).
- monitor and interpret heart rate (3-8).
- apply terminology and rules where appropriate (3-8).
- perform the following skills: breathing, running form, arm carry, relaxation (3-8).
- perform the appropriate body mechanics and form for the skills required (3-8).
- perform basic skills for field and running events (2-8).
- apply safety factors involved in cross country (1-8).

4. Golf

- **Terminology:** par, bogie, eagle, hole in one, rough, slice, hazard, chip, putt, drive, pitch, iron, wood, putter, caddie, fore, fairway, green, bunker, divot
- **Sport Specific Skills to be learned:** how to grip a club, proper stance, swing, follow through, putting skills
- **Students will be able to:**
 - putt a golf ball into a hole using the proper form from a distance that is developmentally appropriate (K-8).
 - recall why a golfer requires so many different types of clubs (putter, driver, 7 iron, 9 iron, etc.) to play a round of golf (3-8).

5. Gymnastics

- **Terminology:** handspring, headstand, aerials, vault, uneven bars, balance beam, floor, pommel horse, still rings, rhythmic gymnastics, pike position, scale
- **Sport Specific Skills to be learned:** forward roll, backward roll, straddle forward roll, straddle backward roll, heel slap, needle scale, split, tripod, log roll, pike, handstand, cartwheel, round-off
- **Students will be able to:**
 - perform balances that are developmentally appropriate (K-8).
 - perform a log roll (K-2).
 - perform a forward roll (2-4).
 - recall the importance of performing gymnastics maneuvers only on proper matting, under supervision, and with a spotter (K-8).
 - transfer their weight from their feet to hands, and back to feet (1-4).

6. Hackey Sack

- **Terminology:** foot bag, circle kick, freestyle footbag
- **Sport Specific Skills to be learned:** kicking an object with the inside and outside of their foot, using their toe to rest a hackey sack/beanbag on,
- **Students will be able to:**
 - use either foot to volley a balloon at least three consecutive times to themselves (1-2).
 - use either foot to volley a balloon back and forth with other classmates (2-4).
 - volley a balloon into the air using the specific pattern of head, knee, and foot (3-8).
 - kick a footbag into the air at least three consecutive times (3-4).
 - kick a footbag into the air at least 5 - 12 consecutive times (5-8).

7. Table Tennis

- **Terminology:** strokes, serves, lob, smash, spin
- **Sport Specific Skills to be learned:** stroke, serve, forehand, backhand, lob, smash, spin
- **Students will be able to:** perform basic skills
 - employ basic strategies during play (5-8).
 - apply safety factors during play (5-8).

8. Tennis

- **Terminology:** scoring, game, set, match, volley, drop shot, overhead smash, lob, surfaces (clay, grass, hard), Wimbledon
- **Sport Specific Skills to be learned:** forehand, backhand, serve, volley
- **Students will be able to:**
 - use their hands to volley a balloon back and forth with partner over a barrier (K-1).
 - use implements to volley a balloon back and forth with a partner over a barrier (2-4).
 - self-strike tennis balls to a target from developmentally appropriate distances (3-8).
 - relate origin and evolution of game (3-8).
 - apply terminology where appropriate (3-8).
 - perform basic skills of the serve, volley, forehand and backhand
 - employ tennis maneuvers (5-8).
 - apply various tennis strategies (5-8).
 - apply safety factors (K-8).

9. Track and Field

- **Terminology:** exchange zone, sprint, relay, triple jump, high jump, long jump, decathlon, hurdles, shot put, javelin throw, discuss throw, pole vault
- **Sport Specific Skills to be learned:** long jump, sprint start, baton passing, distance running, hurdling, triple jump
- **Students will be able to:**
 - demonstrate a three-point starting stance using proper foot and hand positioning (3-8).
 - maintain a low level position as they fire out of their starting stance for the first three steps (2-8).
 - leap over consecutive hurdles that are set up at heights that are developmentally appropriate (K-8).
 - demonstrate proper form as they practice attempting to set their best mark in performing the long jump (1-8).

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