

Clinton Township Comprehensive Health and Physical Education Curriculum  
2020-2021

**Comprehensive Health and Physical Education Curriculum**

**Goal Statement:** The Clinton Township School District will create an educational environment where all individuals are inspired to reach beyond their potential.

**District Objectives:**

1. Provide educational experiences that allow for entry points for all students so that learning is accessible.
2. Provide robust opportunities for creative exploration and expression.
3. Ensure that learning experiences are authentic and have potential real world opportunities/application.
4. Develop societally relevant skills in STEAM and Computer Science disciplines including sustainability, appropriate technologies, and interdisciplinary integration.
5. Ensure that appropriate professional development opportunities and resources are available to educators for creation and implementation of the curriculum.

**Career Ready Practices**

**Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Competencies for 21st Century Learners**

- Collaborative Team Member
- Effective Communicator
- Globally Aware, Active, and Responsible Student/Citizen
- Information Literate Researcher
- Innovative and Practical Problem Solver

- Self-Directed Learner

### **Comprehensive Health and Physical Education Summary**

All students participate in a comprehensive and sequential health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

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

### **Comprehensive Health and Physical Education Standards**

#### **Standard 2.1 Personal and Mental Health**

##### **Personal Growth and Development (PGD)**

##### **By the end of grade 2:**

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

##### **By the end of grade 5:**

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

**By the end of grade 8:**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

**Pregnancy and Parenting (PP)**

**By the end of grade 2:**

- 2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

**By the end of grade 5:**

- 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

**By the end of grade 8:**

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.

**Emotional Health (EH)**

**By the end of grade 2:**

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

**By the end of grade 5:**

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

**By the end of grade 8:**

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

**Social and Sexual Health (SSH)**

**By the end of grade 2:**

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

**By the end of grade 5:**

- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

**By the end of grade 8:**

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

**Community Health Services and Support (CHSS)**

**By the end of grade 2:**

- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

**By the end of grade 5:**

- 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 2.1.5.CHSS.2: Describe how businesses, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

**By the end of grade 8:**

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, and life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or if someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and/or depression and identify individuals, agencies or places in the community where assistance may be available.

## **Standard 2.2 Physical Wellness**

### **Movement Skills and Concepts (MSC)**

#### **By the end of grade 2:**

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well as transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.

#### **By the end of grade 5:**

- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

**By the end of grade 8:**

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

**Physical Fitness (PF)**

**By the end of grade 2:**

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

**By the end of grade 5:**

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

**By the end of grade 8:**

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8.PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

**Lifelong Fitness (LF)**

**By the end of grade 2:**

- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participation in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

**By the end of grade 5:**

- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

**By the end of grade 8:**

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.



- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engage in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions

## **Nutrition (N)**

### **By the end of grade 2:**

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

### **By the end of grade 5:**

- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

### **By the end of grade 8:**

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

## **Standard 2.3 Safety**

### **Personal Safety (PS)**

#### **By the end of grade 2:**

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

- 2.3.2.PS.2: Discuss healthy and safe choices for both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school and in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries, including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

**By the end of grade 5:**

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

**By the end of grade 8:**

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

**Health Conditions, Diseases and Medicines (HCDM)**

**By the end of grade 2:**

- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

**By the end of grade 5:**

- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

**By the end of grade 8:**

- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate use of medicine promote health-enhancing behaviors.

**Alcohol, Tobacco and other Drugs (ATD)**

**By the end of grade 2:**

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

**By the end of grade 5:**

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

**By the end of grade 8:**

- 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
- 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

**Dependency, Substance Disorder and Treatment (DSDT)**

**By the end of grade 2:**

- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

**By the end of grade 5:**

- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

**By the end of grade 8:**

- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

## Comprehensive Health and Physical Education Enduring Understandings K-2

### Health

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- Every student has the right to always feel safe at school.
- Citizenship begins with becoming a contributing member of the classroom community.
- There are different types of communities: home, classroom, school, and neighborhood.
- Members of a school community work together to promote learning and keep us safe.
- Making smart choices when faced with activities or environments that appear to be unsafe will keep us healthy.
- Family meeting places are important when evacuating from the house to ensure that all members of the family are accounted for.
- My behavior while at the bus stop and while riding a school bus affects my health and the well-being of others.
- Relationships are the connection people have with each other.
- Every family is different, but all families provide the foundation for future relationships.
- Individuals mature, they seek out different relationships with peers, colleagues, and loved ones.
- We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.
- There are many important components to maintaining a healthy lifestyle.
- How many personal feelings can impact one's personal wellness.
- Students have the tools needed to make healthy choices/decisions.
- The human body is made up of many different systems which work independently and dependently.
- Learning how to care for your body systems will enable people to develop health goals and maintain optimum health.
- Making healthy eating choices is an important part of achieving and sustaining wellness.
- Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.
- Teeth are an important part of our body.
- Teeth help us chew our food and speak.
- There are several things we can do to keep our teeth healthy.
- Tooth decay is caused by bacteria and food.
- The bacteria in our mouth feeds on the sugar we eat, when the bacteria eats the sugar, it makes acid.
- Over time, the acid breaks down the enamel and creates tiny holes in our teeth called cavities.
- A dentist is a doctor who treats our teeth.
- A dentist uses tools to check, clean and fill cavities to keep our teeth healthy.
- There is a difference between a dentist, hygienist, and orthodontist.
- Rules and procedures are put into place so they can remain safe while in class.

### Physical Education

- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

- Physical exercise is important.
- There are appropriate and safe ways to move.
- Throwing with proper technique, accuracy, and force are important.
- Fitness challenges are important to assess growth in individual fitness skills.
- The amount of “give” required when receiving a pass has multiple factors including the weight of the object.
- Accepting feedback from teachers and other students can help aid in the development of new skills.
- Cooperation and positive communication skills are necessary when working in a team.
- Working together to achieve a common goal when playing a game.
- Previously learned movement patterns will help in the exploration of dance.
- Dance supports balance, coordination, quick feet and helps develop muscle tone, which will be necessary in other activities/sports.
- Display characteristics of good sportsmanship when playing yard games.
- The students will understand that soccer is a game that requires proper technical skills, movement, and teamwork in order to play effectively.

### **Comprehensive Health and Physical Education Essential Questions K-2**

#### **Health**

- Why are rules and procedures important?
- What is a community?
- Why is it important to get your resources from trusted adults?
- What makes a place safe?
- What can I do to make sure that I am safe at home, school, and in the community?
- Why is it important to test smoke detectors twice per year?
- Why is the meeting place important in a home fire escape plan?
- Why is it important to know the escape plan when you have a sleepover at a friend's house?
- What should you do if you see someone not being safe on the school bus?
- Why are the loading and unloading principles important?
- How would you evacuate the school bus in case of an emergency?
- How is my family the same as other's? How is it different?
- What is your role in your family?
- What are the self-care steps to follow to maintain a healthy body?
- What are signs and symptoms of illnesses and how can we prevent the spread of illness?
- What are universal precautions?
- How do our feelings affect our health?
- What are major parts of the human body and their function?
- What is the benefit of physical activity?
- What are the body systems and how do they work?
- How do we care for these body systems?
- What does it mean to be healthy and eat healthy?
- Why is it important to eat a variety of foods from all food groups?
- What foods should I eat less of and why?

- How is a balanced meal important?
- How does dental health affect one's body?
- How does one keep their teeth and gums healthy?
- What are the results of setting the rules on the first day of class?
- What are the results of setting the procedures on the second day of class?
- How can movement skills aid in the development of a healthy lifestyle?
- What do you think are appropriate and safe ways to move?
- Why is it important to travel safely?
- Why is it important to be aware of your surroundings?

### **Physical Education**

- What is the difference between underhand and overhand throwing and how do you perform an overhand throw using proper technique, accuracy, and force?
- What information do I need to know and what skills will I need to develop to be successful in the shuttle run?
- What information do I need to know and what skills will I need to develop to be successful in sit ups and the three minute run?
- How will the improvement of individual fitness skills lead to a healthier lifestyle and an improved Physical Education experience?
- How do students manipulate the ball effectively while practicing different skills introduced to them?
- Why is student to student feedback and teacher to student feedback important while learning a new skill?
- How can one demonstrate appropriate behavior while participating in skill development?
- How do different objects determine the amount of "give" one uses when receiving a pass?
- How can one demonstrate appropriate behavior while shooting an object?
- Why is teamwork important?
- What roles do people play within teams that lead to success?
- How do communication skills contribute to team effectiveness?
- What is physical activity and why do we need it?
- How does regular physical activity contribute to being "well" and what does "well" mean?
- Why is it so difficult to become healthy and physically fit?
- What connections can be made between dance and healthy living, teamwork and community?
- Can dance improve musicianship skills such as recognizing steady beat and rhythm?
- Will dance make me a better athlete by improving balance, coordination, and muscle tone?
- Do students need to be active to maintain health throughout their life?
- What skills and concepts are necessary to promote an active lifestyle?
- How are the principles of fitness and health applied to daily living?
- How are necessary social concepts and skills applied to enhance physical experiences?

### **Comprehensive Health and Physical Education Objectives K-2**

#### **Health**

Students will learn to...

- explain the three rules in the health classroom (take care of yourself, take care of others, and take care of the school environment).
- compare and contrast the six emergency drills (fire, lockout, lockdown, evacuate, shelter, and hold).
- demonstrate the six emergency drills (fire, lockout, lockdown, evacuate, shelter, and hold).
- define “community” and understand the terms "job", "career", "occupation".
- describe a school community helper and explain how that person contributes to keep the school community safe and happy.
- identify different types of health helpers that are in the community and explain how these jobs benefit the community.
- describe how to be a safe citizen.
- analyze how emotions can influence safety behaviors.
- identify situations which need a decision related to safety.
- explain the potential positive and negative outcomes from a decision related to safety.
- identify the meaning and importance of traffic signs.
- understand how traffic signs affect pedestrian and bicycle safety.
- identify safety signs and symbols that can be found in their surrounding environment.
- explain strategies to be aware of in unsafe situations that surround them.
- demonstrate safety practices in a variety of situations.
- identify the sound of a smoke alarm and explain the four important steps when responding to the sound of a smoke alarm.
- identify the components of a home fire escape plan.
- understand how to effectively use the home fire escape plan.
- explain the importance of practicing the home fire escape plan and create a home fire escape plan.
- demonstrate how to report an emergency to the fire department on both a landline and a mobile phone.
- determine between when it is appropriate and inappropriate to call 9-1-1 and identify what information is given when calling 9-1-1.
- explain how to be safe from hot things.
- acknowledge the importance of telling an adult when matches and lighters are within reach of a child.
- explain the importance of children staying three feet away from hot things.
- determine which chores are safe and unsafe for kids to perform in the home.
- demonstrate the stop, drop, and roll procedure.
- explain the science behind the stop, drop, and roll procedure.
- explain the safe and unsafe ways to wait at a school bus stop.
- explain the consequences when a student does not follow safety procedures at a school bus stop.
- explain where the danger zone is around a school bus.
- know the consequences when a student goes into the danger zone around a school bus.
- know the universal procedure to cross the road to and from the school bus and the school bus stop.
- explain the consequences when a student does not safely cross the road to and from the school bus and the school bus stop.
- demonstrate the safe and unsafe way to load and unload the school bus at school.
- demonstrate safe school bus riding practices.
- explain the consequences when a student does not ride the school bus safely.
- demonstrate the emergency school bus evacuation procedure.
- explain what a family is.
- identify the members of their family.



- explain how their family is the same and different as others.
- identify traditions in their family and explain their role in their family.
- identify ways that their family keeps them safe.
- describe their own family structure.
- identify rules and authority at home.
- compare and contrast immediate and extended family members.
- understand that all families are diverse and unique.
- appreciate their family and be a role model in their family.
- identify between safe and unsafe practices at home.
- identify their feelings in different situations.
- explain how healthy habits and self-help skills support wellness (i.e. personal hygiene, independence skills).
- identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions.
- identify how feelings and actions can affect personal wellness.
- identify body parts (i.e. heart, lungs, etc.) using correct terminology and explain how they are supported through regular physical activity.
- explain how participating in regular physical activity promotes overall personal wellness.
- identify parts of the human body and specific body systems.
- understand the roles of specific body systems.
- know how to care for their bodies and body systems.
- understand how our bodies change with age.
- understand how bacteria and viruses can make people sick.
- know ways to stay disease free.
- know healthy habits that they will use throughout their lifetime.
- identify the five food groups, and give examples of foods in each.
- explain how MyPlate serves as a reminder to eat foods from each food group.
- create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal.
- identify what foods to eat more of and explain why.
- name at least two reasons why it is important to eat foods from all five food groups for a healthy diet.
- explain that foods have nutrients that help us grow and stay healthy.
- discuss how being physically active is part of a healthy lifestyle.
- identify foods with added sugars and solid fats.
- explain why foods with added sugars and solid fats should be eaten only some of the time.
- identify examples of healthier food options to choose instead.
- identify the different parts that are inside the tooth.
- explain the job of each part of the tooth.
- demonstrate the proper way to brush.
- explain the importance and identify misconception about brushing and flossing their teeth.
- demonstrate the proper way to floss.
- compare and contrast the roles of each dental health specialist and explain the process of going to the dentist for a teeth cleaning.

### **Physical Education**

Students will learn to...

- use the five rules in the gymnasium (Follow directions the first time, listen while others are talking, work hard, play fair, raise your hand not your voice, respect self, others, and the equipment).
- define the six emergency drills (Fire, lockout, lockdown, evacuate, shelter, hold).
- demonstrate locomotor skills (walking, jogging, running, sliding, hopping, leaping, jumping, skipping, galloping).
- demonstrate the ability to perform safely.
- understand the importance of physical exercise.
- use the rules and skills necessary to be successful in these fitness challenges.
- perform in these fitness challenges.
- observe and provide positive and corrective feedback of shooting an object.
- find ways to be safe while using the hockey stick.
- evaluate the problem and create a strategy to achieve the goal.
- apply the cooperative skills learned into their team.
- analyze the differences between good and poor teamwork skills.
- use basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity.
- understand how outside factors influence decision making in regards to setting a fitness goal.
- understand why making healthier choices influences long term wellness goals.
- perform folk dances from varying cultures and time periods.
- recognize melody, rhythm, phrasing, form, steady beat, and tempo through dance and physical activity.
- perform planned choreography and improvised dance sequences.
- understand the set up, rules, and scoring of each yard game.
- use appropriate behaviors and safety rules.
- utilize the movement skills necessary to play each yard game.
- recognize the characteristics of good sportsmanship.

## Comprehensive Health and Physical Education Units K-2

### Health Units

1. Starting the School Year
2. Community Health Helpers
3. Safety Smart
4. Fire Safety
5. Bus Safety
6. Families
7. Germs, Colds, and Flu Oh My!
8. Body Systems
9. Nutrition
10. Dental Health

### **Physical Education Units**

1. Rules and Procedures
2. Movement and Concepts
3. Underhand and Overhand Throw
4. Fitness Testing
5. Basketball
6. Floor Hockey
7. Cooperative Games
8. Fitness and Physical Activity
9. Dance
10. Yard Games

### **Comprehensive Health and Physical Education Enduring Understandings 3-5**

#### **Health**

- Students will understand that learning is reinforced through procedures and structure by following rules, showing good character traits, and allowing all students to feel important and safe in the classroom.
- To have good overall health, an individual must have a balance with their physical health, mental health, and social health.
- Students will understand that making positive decisions and developing good character will help balance their overall health and wellness.
- An individual's character can impact personal wellness and is constantly changing and developing over time due to life experiences and external influences.
- Students will understand that having positive relationships is important as students develop and grow.
- Students will understand that making healthy food choices is important for the body's growth, energy, and proper function.
- MyPlate guidelines help individuals to eat a balanced diet as the body develops over time.
- Students will understand the body has various levels of defense or prevention mechanisms and the body repairs itself and generates new cells as required.
- Immunity is a condition that we are either born with or acquired to prevent the spread of disease and not everyone has the ability to develop all types of immunity.
- Students will understand the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.

#### **Physical Education**

- Students will understand the short- and long-term physical effects of tobacco use.
- Students will understand the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understanding how to position the body while balancing in different positions can reduce injuries in everyday life.

- Gaining flexibility during gymnastics will also help reduce injuries.
- Muscular strength will enhance a student's self-confidence in everyday life.
- Gymnastics will improve a student's body posture as a result of increased upper body strength.
- Dance movement creates spatial awareness and develops agility in individuals.
- Gymnastics, dance and rhythmic activities develop muscle memory.
- Throwing and catching requires hand-eye coordination which enhances overall motor skills and dexterity.
- Dribbling with the finger pads helps keep the ball under control and develop fine motor skills.
- Using the theory of opposition allows more power and force to be put behind a throw.
- Using the correct cues will help you consistently make a good throw.
- Space, speed, force, projection or tempo makes movement more effective and more interesting.
- Fitness and physical activity are essential to stay healthy in the present and the future.
- Fitness does not have to be rote or uninteresting; it can be incorporated throughout life as games.
- Cooperative games are beneficial for students to acquire skills like communication, collaboration, and problem solving to accomplish goals and challenges.
- The students will understand that floor hockey is a game that requires proper technical skills, movement, defensive/offensive strategies, and teamwork in order to play effectively.
- The students will understand that volleyball is a game that requires proper technical skills, movement, defensive/offensive strategies, and teamwork in order to play effectively.
- The students will understand that dance is a lifelong activity that requires creativity, concentration, and confidence.
- The students will understand that basketball is a game that requires proper technical skills, movement, and communication in order to play effectively.
- The students will understand that yard games are beneficial in acquiring skills like scorekeeping, social interactions, communication, and peer to peer learning.
- Students will understand that learning is reinforced through procedures and structure by following rules and showing good character traits.

### **Comprehensive Health and Physical Education Essential Questions 3-5**

#### **Health**

- Why are rules and procedures essential for a classroom?
- How can I make all classmates feel important and safe?
- What is health/wellness? (includes: physical, mental, social)
- How can I keep a balanced health triangle?
- How do my character and health decisions affect my health/wellness?
- Why does an individual's character and core ethical values change over time?
- How does an individual's character get influenced by family, peers, technology, culture, and media?
- Why are core ethical values important to the local and world community?
- How does an individual's character create an inclusive community for all?
- How can you communicate with others beyond speaking orally?
- Why do people perceive others' actions and words in various ways?
- Why is it important to have positive relationships in different aspects of your life?
- What makes a food healthy?
- How does MyPlate allow us to eat healthy foods and maintain a healthy lifestyle?
- How does a balanced diet change as an individual grows and develops?
- How does disease occur and do lifestyles impact diseases?

- What are positive assets in life that can help prevent drug abuse and addictions?
- What are different types of drugs and how do they affect the body?
- What is the importance of physical fitness?
- What are the supports I can access to avoid risky behaviors?
- Why is it that some people cannot control their use of alcohol, tobacco, and other drugs?
- How can people who abuse alcohol, tobacco, and other drugs get treatment?
- How do resilience and coping practices help with everyday challenges?

## **Physical Education**

- Why are rules essential for Physical Education?
- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- Why is learning different ways to move important for participation in physical activity?
- What are the different locomotor skills that one needs during a physical activity?
- How does one get better at performing motor skills? Why is it important to keep a safe space while we move?
- What warm-up exercises do we need to do before we begin activity?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How would it benefit oneself or a team to work collaboratively with others?
- How does one acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- How do students correct movement errors in response to feedback and explain how the change improves performance?
- In order for all participants and spectators to experience the maximum benefit from games and sports, how would one demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines?
- How can gymnastics help me in sports?
- How will dance, rhythmic activities and gymnastics help me know what I can do physically?
- How does a student explain and perform essential elements of manipulating objects in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)?
- How do students use body management skills and demonstrate control when manipulating objects, and boundaries in personal and general space?
- Why are basic skills more important than games?
- Why are team sports important?
- Why is fitness important?
- How does your fitness level affect your quality of life?
- Why is it important to set individual fitness goals?
- How does playing games improve your health and wellness?
- How can cooperative games help you in the future?
- Why is communication, collaboration, and creativity an important part of life?
- Why is dancing important for your physical, social, and mental health?
- How does following the rules improve the games?
- Why should I be actively involved in family and friend social gatherings?

- How can these games be recreated if I do not have the exact equipment?

## Comprehensive Health and Physical Education Objectives 3-5

### Health

Students will learn to...

- demonstrate the rules and procedures of the classroom.
- identify safety considerations when addressing an emergency situation.
- explain why certain rules and procedures are in place.
- recall prior knowledge about the three areas of health.
- differentiate between physical, mental, and social health.
- explain how each area of health is connected.
- apply personal aspects to each area of health through a health triangle.
- identify and define common character traits.
- determine how character is continually developing and changing over time based on life experiences and external influences.
- determine how an individual's character impacts their personal wellness and health-related decisions.
- explain why an individual's character and core ethical values are important in the local and world community.
- understand the importance of having positive relationships and how to identify them in different aspects of their lives.
- understand the importance of effective communication skills when building relationships.
- identify different types of communication.
- be active listeners.
- describe qualities of being a good friend.
- identify ways to help resolve conflict.
- explain the importance of making healthy food choices.
- differentiate between healthy and unhealthy eating practices.
- label MyPlate with the five food groups.
- define germs/pathogens and know how viruses/bacteria affect our body.
- understand the importance of washing our hands and commonly missed areas.
- describe the process by which the body fights infection.
- define drugs and give examples of harmful and/or illegal drugs.
- explain that tobacco use contributes to lung diseases and fires.
- discuss how tobacco smoke impacts the environment and the health of nonsmokers.
- discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes
- identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

### Physical Education

Students will learn to...

- Identify how factors such as diet, heredity, training, lifestyle and technology affect personal fitness.

- identify fitness goals that will help us focus on specific types and amounts of physical activity to improve personal health.
- use fitness to improve overall health, as it may be achieved through many different enjoyable activities.
- use proper passing, dribbling, layup, jump shot and shooting techniques in isolated skill activities.
- practice and demonstrate the method of pacing during warm up laps, mile run, and pacer tests.
- demonstrate proper form for various exercises throughout the unit.
- develop fitness activity variations to use outside of school.
- determine correct and safe ways to exercise in order to prevent injury.
- work towards a given individual fitness goal.
- demonstrate good sportsmanship throughout various games.
- perform various locomotor and nonlocomotor movements.
- use defensive and offensive strategies throughout various games.
- stay safe by following the rules of each game.
- demonstrate defensive/offensive strategies with a team in a game setting.
- perform proper bumping, setting, serving, defensive/offensive technique in a game setting.
- perform popular social dance routines, participate in a modified couple's dance and demonstrate various rhythmic movements.

### **Comprehensive Health and Physical Education Units 3-5**

#### 3rd Grade Health Units

1. Creating a Safe Classroom Environment
2. Areas of Health
3. Character Education
4. Relationships
5. Nutrition
6. Substance Use, Misuse and Abuse

#### 4th Grade Health Units

1. Creating a Safe Environment
2. Character Education
3. Decision Making and Goal Setting
4. Nutrition
5. Dimensions of Wellness
6. Safety and First Aid
7. Substance Use, Misuse and Abuse

#### 5th Grade Health Units

1. Creating a Safe Environment
2. Character Education
3. Goal Setting
4. Dimensions of Wellness
5. Health Advocacy and Services
6. Health Services and Information

7. Medicines
8. Alcohol, Tobacco, and Other Drugs
9. Relationships
10. Sexuality, Growth and Development

#### 3rd Grade Physical Education Units

1. Sportsmanship, Rules and Safety
2. Introductory Movement Exploration
3. Movement, Skills and Concepts
4. Cooperative Games
5. Fitness
6. Physical Fitness and Physical Activity
7. Dance, Rhythm and Movement
8. Dance, Rhythmic Activities and Gymnastics
9. Manipulation of Equipment
10. Long and Short Handed Implement Manipulation
11. Individual and Team Strategy

#### 4th Grade Physical Education Units

1. Creating a Safe Environment
2. Soccer
3. Fitness
4. Games
5. Floor Hockey
6. Volleyball
7. Dance
8. Cooperative Games
9. Yard Games

#### 5th Grade Physical Education Units

1. Creating a Safe Environment
2. Fitness
3. Games
4. Floor Hockey
5. Volleyball
6. Basketball
7. Dance
8. Cooperative Games
9. Soccer
10. Yard Games

### **Comprehensive Health and Physical Education Enduring Understandings 6-8**

#### **Health**



- Using self- management skills help individuals cope with different types of mental, psychological and emotional situations.
- Relationships are influenced by a wide variety of factors.
- There are many factors that contribute to making healthy decisions about sex.
- Choosing a balanced meal plan is influenced by many factors which can affect nutritional wellness.
- Students will understand that learning is reinforced through procedures and structure by following rules and showing good character traits.
- Students will understand that diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to the disease.
- The use of alcohol and drugs can affect the social, emotional and physical behaviors of individuals and their families.
- A wide variety of treatment options are available for alcohol, tobacco and drug disorders.
- Students will understand that it is important to be aware of their environment and surroundings to address safety precautions and reduce the risk of injury to oneself and others in an emergency.
- Students will understand that utilizing safety skills can allow for quick decisions to be made in an emergency.
- Students will understand that an individual's character is constantly changing and developing.
- Students will understand that their role in a larger community will allow them to accomplish goals more efficiently.
- Students will understand that each individual has their own core ethical values that impact their personal health and decisions and can be controlled by their actions.
- Students will understand that there are many different types of conflict.
- Students will understand that character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Students will understand that the values acquired from family, culture, personal experiences, and friends impact all types of relationships.
- Students will understand that the use and abuse of alcohol, tobacco, and other drugs not only impact the individual but may have a profound impact on others.
- Students will understand that eating patterns are influenced by many different factors.
- Students will understand that healthy eating behaviors and fitness skills promote lifelong wellness.
- Students will understand that stress management skills impact an individual's ability to cope with different types of emotional situations.
- Students will understand that stress is a normal part of life and can affect how we feel physically, emotionally and/or mentally.
- Students will understand that daily stressors include homework, conflicts with friends or siblings, projects, etc.
- Students will understand that major stress includes moving, illness or death in the family.
- Students will understand that there are many ways to manage stress in healthy ways.
- Students will understand that choices in transmission, prevention, and treatment of disease can affect personal and community health.
- Students will understand that human sexuality is the concept of being male or female.
- Students will understand that human sexuality involves sexual health, reproduction, and sexual identity.
- Students will understand that making good decisions is essential to maintaining overall health and wellness.
- Students will understand that staying healthy is a lifelong process that includes all dimensions of wellness.
- Students will understand that sexual behavior may lead to sexual health issues.
- Students will understand that abstinence is the only 100% safe method to prevent unwanted children and disease.

- Students will understand that respect and self-esteem are important attributes to a healthy relationship.

### **Physical Education**

- Effective movements provide a foundation for participating in games, sports, aerobics, martial arts and recreational activities with confidence.
- A variety of effective fitness principles applied consistently over time can enhance personal and fitness levels, performance, and health status.
- Community resources can provide participation in physical activity for self and family members.
- Students will understand that yard games are beneficial for students to acquire skills like scorekeeping, social interactions, communication, and peer to peer learning.
- Students will understand that the game skills they acquire will be used throughout different areas of the students' lives.
- Students will understand that fitness and physical activity are essential to help one stay healthy in the present and the future.
- Students will understand that it is important to have fun when being physically active.
- Students will understand that soccer is a game that requires proper technical skills, movement, defensive/offensive strategies, and teamwork in order to play effectively.
- Students will understand that games are fun to play when played safely and properly.
- Students will understand that variations to games allows all students to be involved.
- Students will understand that physical activity is essential for health benefits and the prevention of lifestyle diseases.
- Students will learn to use hand-eye coordination to work on throwing and catching.
- Students will learn the tactics used to open space and person-to-person defense.
- Students will understand that they must use their knowledge about soccer to properly play the game.
- Students will understand the strategy involved when playing soccer.
- Students will understand the history of soccer.
- Students will understand that volleyball is a lifelong activity that requires proper skill and knowledge of volleyball in order to have success.
- Students will understand that they must use proper skills and knowledge of hockey to play successfully.
- Students will understand the history of floor hockey.
- Students will understand it is important to have confidence when dancing in a social setting
- One must build their confidence in the movement in a social situation.
- Team handball is a lifelong activity which requires proper skill and knowledge of handball in order to have success.
- Students will understand that base running games (e.g. baseball/softball) are lifelong activities which require proper skill and knowledge in order to have success.
- Students will understand that strategy is a key element of baseball and softball.
- Students will understand that history provides insight into the success of a game.

### **Comprehensive Health and Physical Education Essential Questions 6-8**

#### **Health**

- How does resilience and coping practices help with everyday challenges?
- How can inclusive schools and communities make people feel welcomed and included?
- How can locating resources in a community make a person more healthy?

- Why is feedback and self assessments important?
- How does playing games improve your health and wellness?
- How do diseases affect a person's immune system?
- How does the use of alcohol, tobacco and other drugs cause social, emotional and physical harm to oneself?
- How can a person be a responsible and contributing member of society?
- How do we build and maintain healthy relationships?
- How do we resolve conflicts with peers and adults?
- What are the steps for engaging in an active lifestyle?

## **Physical Education**

- How can individual and team goals be achieved?
- How can a person enhance their physical performance and wellness over time?
- Why are rules essential for Physical Education?
- Why should I be actively involved in family and friend social gatherings?
- How can these games be recreated if I do not have the exact equipment?
- Why is fitness important?
- How does your fitness level affect your quality of life?
- Why is it important to set individual fitness goals?
- How does following the rules change the game?
- Why are team sports and team activities important?
- What skills can I use in other settings?
- Why are games important to play?
- How do we set goals for ourselves to achieve living a healthy and productive life?
- What information is needed to begin, maintain and/or specifically tailor a fitness program for an individual at any age?
- Why are dance and social activities important?
- What skills can I use in other settings?
- How will learning tennis contribute to the fitness and well being of middle school students?
- How do I apply the skills and rules of flag football to work with my teammates to accomplish a goal?
- What should I do if I encounter an emergency situation?
- How do I protect myself from injuries?
- Why should certain steps be followed in an emergency?
- What is the difference between healthy and unhealthy risks?
- Why is it important to understand and practice your core ethical values during everyday life?
- How does a person's character change over a period of time?
- How can a person display good character in all areas of their life?
- Why is kindness and acceptance important?
- Why do people perceive others' actions in various ways?
- How do I show respect for others?
- How do I apply conflict resolutions skills appropriately?
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the negative effects?

- Why is it important to eat a nutritious, balanced diet?
- How can a person eat proper food portions when they are not preparing the meal?
- How do you calculate and monitor caloric intake?
- How does eating and physical activity affect weight?
- Why are food choices and moderation in portion sizes important in a healthy diet?
- What effect does stress have on my body physically, emotionally, and mentally?
- What are healthy strategies to reduce the amount of stress in my life?
- How can positive and negative stress improve motivation?
- How would a positive self-concept help you grow?
- What is the difference between communicable and noncommunicable disease?
- How do the three lines of the human defense system work?
- How can the transmission of communicable diseases be prevented?
- How can disease affect community health and public health policies?
- What are resources available in your community?
- What are signs and symptoms of HIV/AIDS?
- What are short-term and long-term effects of HIV/AIDS?
- How can health data be used to assess and improve each dimension of personal wellness?
- How can personal lifestyle habits, environment, and heredity influence growth and development in each life stage?
- How will my personal wellness goals protect me from risky behaviors?
- How can I assess and apply health data to enhance each dimension of personal wellness?
- How can one compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage?
- How can one relate advances in technology to maintaining and improving personal health?
- What is the impact of marketing on the use of personal hygiene products, practices, and services?
- What makes up the anatomy of my reproductive system?
- What can I do to keep my reproductive system healthy?
- What are characteristics of a healthy/unhealthy relationship?
- What preventive techniques can be used to curtail abusive behavior?
- What are the consequences of sexual behavior?
- How can you protect against sexual assault and what to do if sexually assaulted?

### **Comprehensive Health and Physical Education Objectives 6-8**

#### **Health**

Students will learn...

- prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.
- an individual's character is constantly changing and developing.
- that their core ethical values impact their personal health and decisions.
- to effectively address a conflict and identify the different types of conflict.
- that normal conflict between peers can be addressed differently than bullying.

- to use communication skills and knowledge to enhance one's self-concept and one's relationship with others.
- the impact of effective refusal skills in order to decrease experimentation and use of alcohol, tobacco, and other drugs in several social settings.
- a wide range of influences of why people start and use alcohol, tobacco and other drugs.
- data on how drugs/alcohol affect decision making and the potential for illness, injury, disease, and risky health behaviors.
- the importance of consuming healthy food choices and nutrients for growth, energy, and proper body functioning.
- the importance of the 6 essential nutrients.
- the harm in eating from fast food restaurants by adding daily value intakes.
- how nutrients help us grow and stay healthy.
- knowledge of healthy foods and food groups to create a healthy meal or snack.
- ways to limit the consumption of solid fats, added sugars, and sodium.
- to read, compare, and analyze Nutrition Facts labels to determine which snack is a healthier alternative.
- the importance of a healthy body image.
- the difference between hunger and appetite.
- how school and public health policies can influence health promotion and disease prevention.
- circumstances that can help or hinder healthy decision-making.
- when to use a thoughtful decision-making process relating to health-related situations.
- the potential short-term and long-term impact of each alternative on self and others.
- how cultural and religious beliefs, popular trends and fads influence sexuality.
- the male and female reproductive organs and their functions.
- how to compare and contrast embryonic development and fetal development in single and multiple pregnancies.
- important life events within a developing child during pregnancy.
- three ways to maintain positive wellness in each wellness category.
- the short-term and long-term effects of smoking and marijuana use.
- the steps to follow when making the decision to practice abstinence.
- refusal skills and the role they have in maintaining abstinence.
- various birth control methods.
- the consequences of sexual activity before marriage.
- the term sexually transmitted disease and why teens, as a group, are at particularly high risk for infections of STDs.
- that abstinence is a 100% effective way to avoid contracting an STD.
- that the symptoms and treatments for some of the common STDs include seeking medical attention and notifying any past sexual partners.
- how HIV invades the immune system and ways to protect against its transmission.
- the difference between positive and negative stress such as eustress and distress, and how each affects one's health.
- types of mental/emotional disorders such as General, Phobias, PTSD, OCD, Personality, Mood, etc.
- the definition of suicide and the signs and symptoms of suicidal intentions.
- appropriate procedures to follow in a potentially suicidal situation

## Physical Education

Students will learn...

- the rules, procedures and safety considerations of the class.
- to play the various yard games based on the written description of set up, rules, and scoring.
- how to initiate new games with other groups to work on social interactions.
- pacing during warm up laps, mile run, and pacer test.
- square dance vocabulary, calls, and specific movements such as head couples, side couples, circle left and right, couples 1 and 3, couples 2 and 4, corner, Do Si Do, promenade, left allemande, right and left star, right and left grand, and grand square.
- to incorporate hand-eye coordination.
- striking with a small-handled implement.
- forehand and backhand swings.
- reaction time and spatial awareness by running to the ball and responding to its placement.
- to volley with another player.
- to participate in a friendly game of tennis and keep score.
- to swing a bat and hit a baseball or softball.
- to run bases based on play.
- appropriate strategy based on play.
- what an unsafe situation is and how to choose appropriate ways to reduce or eliminate risks and how it contributes to the safety of self and others.
- first-aid procedures that can minimize injury.
- proper form for various exercises throughout the unit.
- fitness activity variations to use outside of school.
- to set personal fitness goals.
- the correct and safe ways to exercise in order to prevent injury.
- to perform proper dribbling, passing, layup and jump shot technique in isolated skill activities.
- good sportsmanship throughout various games.
- various locomotor and nonlocomotor movements.
- defensive and offensive strategies throughout various games.
- to stay safe by following the rules of each game.
- the components of fitness and an exercise for each component.
- that for each exercise or activity they must use proper technique and form.
- that for each exercise or activity they must create awareness of safety.
- how to design an individualized program OR group activity addressing a specific goal.

## Comprehensive Health and Physical Education Units 6-8

### 6th Grade Health Units

1. Creating Safe Environment
2. Dimensions of Wellness
3. Character Education
4. Drugs and Medicine (tobacco, alcohol, drugs, medicine)
5. Nutrition

6. Stress Management and Self Esteem

7th Grade Health Units

1. Nutrition
2. Physical Wellness
3. Alcohol and Other Drugs
4. Personal Wellness
5. Human Sexuality
6. Prevention and Control of Disease

8th Grade Health Units

1. Personal Wellness
2. Fitness
3. Alcohol and Other Drugs
4. Emotional and Mental Wellness
5. Human Sexuality

6th Grade Physical Education Units

1. Creating a Safe Learning Environment
2. Fitness
3. Soccer
4. Games
5. Floor Hockey
6. Basketball
7. Volleyball
8. Dance
9. Cooperative Games
10. Yard Games

7th Grade Physical Education Units

1. Fitness
2. Flag Football
3. Soccer
4. Volleyball
5. Floor Hockey
6. Square Dancing
7. Team Handball
8. Pickleball
9. Tennis

8th Grade Physical Education Units

1. Cooperative Activities
2. Flag Football
3. Soccer
4. Volleyball

5. Team Handball
6. Floor Hockey
7. Dance
8. Tennis
9. Fitness
10. Pickleball
11. Softball and Base Running Games

### **Resources**

- 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education
- PE Central ([www.pecentral.org](http://www.pecentral.org))