

PRESTON PUBLIC SCHOOLS

Comprehensive Physical Education and Health Education Curriculum

Prekindergarten through 8th Grade

MISSION STATEMENT: The purpose of Preston's Comprehensive Physical Education and Health Education programs is to support and guide students personal and academic achievement through development of skills necessary to

- live a healthy and balanced lifestyle;
- access, evaluate and use information from various sources to achieve overall health and well-being;
- comprehend concepts related to health and fitness and implement realistic plans for lifelong health and balanced living; and
- make plans and take actions that lead to healthy and balanced living for themselves and for the world around them.

Preston's program is designed to promote social, mental, emotional and physical growth among all students. Every effort is made to provide students with positive experiences in a variety of sport skills and recreational activities. Preston's Health program equips students with the skills, literacy, concepts, plans and advocacy needed to lead healthy and balanced lives.

NOTE: Should separate performance indicators not be given for prekindergarten, reference is hereby made to the Physical Development content standards and Personal and Social Development content standards included in Preston's Preschool Curriculum.

This curriculum aligns with the Healthy and Balanced Living Curriculum Framework approved by the Connecticut State Department of Education in 2006.

Physical Education and Health Education Curriculum Committee Members:
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PHYSICAL EDUCATION CONTENT STANDARDS

| <p>Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> | | | |
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| <p>Essential Question: What different ways can the body move given a specific purpose?</p> | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| <p>By the end of prekindergarten, the student will: --demonstrate coordination in gross motor and fine motor tasks by using control, balance, strength and coordination. --demonstrate progress toward mature form of selected fundamental motor skills (i.e. walking, running, jumping, etc.)</p> | <p>See Prekindergarten Curriculum</p> | <p>See Prekindergarten Curriculum</p> | <p>See Prekindergarten Curriculum</p> |
| <p>By the end of kindergarten, the student will: --demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control. --apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination. --acquire initial gross- and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play. --respond to cues and problem-solve as well as use whole self in</p> | <p>--delineated indoor/outdoor space. --teacher/student demonstration. --movement on a signal. --move to a point and stop. --game activities.</p> | <p>--scaffolded instruction. --teacher modeling & cues. --short area to longer area.</p> | <p>Kindergarten Motor Skills Rubric.</p> |

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| personal and general space. | | | |
| <p>By the end of 1st grade, the student will:</p> <ul style="list-style-type: none"> --respond to a variety of commands when using different combinations of shapes, levels, pathways, directions and speed. --demonstrates the ability to quickly change direction and speed. --demonstrate understanding of the need for maintaining contracted muscles, a focal point, and the importance of a base of support when balancing. --demonstrates an overhand throw using hand/foot opposition and correct body alignment. --aligns body and hands to catch a variety of objects. --demonstrates correct body alignment while striking an object with a hand or short racquet. --identify tracking of the rope, rhythm and timing, pace/speed, and turning the rope with a fluid motion as critical elements in the successful performance of jumping rope. --identifies critical elements of basic locomotor and manipulative skills. --identifies concepts of performance, space and effort and the relationships that vary the quality of movement. | <ul style="list-style-type: none"> --delineated indoor/outdoor space. --teacher/student demonstration. --change direction and speed on command. --game activities. | <ul style="list-style-type: none"> --scaffolding --teacher cues | 1 st Grade Locomotor Rubric |
| <p>By the end of 2nd grade, the student will:</p> <ul style="list-style-type: none"> --demonstrates smooth transitions using locomotor skills in | <ul style="list-style-type: none"> --delineated indoor/outdoor space. --teacher/student demonstration. --specific skill/movement instruction. | <ul style="list-style-type: none"> --scaffolding --teacher cues --skill combinations --speed increases | 2nd Grade Locomotor and Skill Movement Rubric |

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| <p>movement sequences. --use different pathways, levels and speeds demonstrating the various locomotor skills safely. --kicks stationary and rolling balls with a strong force while maintaining good balance. --demonstrates the ability to use an overhand throw for distance. --identify ready position, eye contact and absorption of force as critical elements in catching an object. --identify correct elements of dribbling (e.g., correct position of hand or foot and appropriate force on the ball.). --volleys or consistently strikes objects with hand or short racquet.</p> | <p>--instruction emphasizes use of pathways, speed and levels of movement for sport skills.</p> | | |
| <p>By the end of 3rd grade, the student will: --demonstrate the ability to use locomotor movements and combinations in simple dances or other movement sequences. --identify the effects of body rotation, opposition, weight transfer and follow-through on throwing an object. --recognize and apply eye/hand/foot coordination and spatial awareness to the skill of dribbling. --improve stability by keeping the center of gravity over the base of support. --apply the beginning offensive and defensive concepts such as: blocking, shielding, protecting, as well as spatial orientation.</p> | <p>--delineated indoor/outdoor space. --teacher/student demonstration. --specific skill/movement instruction. --cooperative game work and lead up sport games.</p> | <p>--scaffolding --teacher cues --partner work --small group skill practice --skill combinations --speed increases --simple game plays</p> | <p>3rd Grade Skill Rubric</p> |

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| <p>--applies throwing, catching or striking skills in partner or small-group activities.</p> | | | |
| <p>By the end of 4th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate developmentally mature locomotor, non-locomotor and manipulative skills in isolation. --demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities. --explore and adapt fundamental movement skills in a variety of dynamic environments. --acquire beginning skills for a few specialized movement forms. --participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play. --identify the effects of body rotation, opposition, weight transfer and follow-through on throwing an object. --recognize and apply eye/hand/foot coordination and spatial awareness to the skill of dribbling. --improve stability by keeping the center of gravity over the base of support. --apply the beginning offensive and defensive concepts such as: blocking, shielding, protecting, as well as spatial orientation. --applies throwing, catching or | <ul style="list-style-type: none"> --delineated indoor/outdoor space. --teacher/student demonstration. --instruction of sport-specific skills in lead up games with emphasis on spatial awareness. --instruction emphasizes general movement skills as they relate to all sport activities and cooperative games. | <ul style="list-style-type: none"> --scaffolding --teacher cues --small group skill practice --modified games/activities --skill combinations --speed increases --simple game plays | <p>Sport-Specific Skill Rubrics</p> |

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| <p>striking skills in partner or small-group activities.</p> | | | |
| <p>By the end of 5th grade, the student will: --detect, analyze and make adjustments in personal movement patterns. --able to give and receive critical feedback regarding movement performance. --demonstrate striking, dribbling, throwing, catching in dynamic game situations. --create combinations of movement patterns found in an aerobic dance, line dance or jump rope routine. --throw a variety of objects with accuracy and power. --demonstrate forehand and backhand striking skills in a variety of paddle/racquet sports. --use basic offensive and defensive strategies in modified/adapted activities. --recognize the carry-over of general movement skills that can be applied to specific activities.</p> | <p>--delineated indoor/outdoor space. --teacher/student demonstration. --instruction of sport-specific skills in lead up games with emphasis on spatial awareness. --instruction emphasizes general movement skills as they relate to all sport activities and cooperative games.</p> | <p>--scaffolding --teacher cues --small group skill practice --modified games/activities --2 – 3 skill combinations --speed increases --simple game plays</p> | <p>Sport-Specific Skill Rubrics Self/Peer Assessment</p> |
| <p>By the end of 6th grade, the student will: --detect, analyze and make adjustments in personal movement patterns. --able to give and receive critical feedback regarding movement performance. --combine locomotor and manipulative skills into specialized sport skills and apply these sequences to partner and small</p> | <p>--delineated indoor/outdoor space. --teacher/student demonstration. --instruction of sport-specific skills including proper spacing and movement. --instruction emphasizes general movement skills as they relate to all sport activities and cooperative games.</p> | <p>--scaffolding --teacher cues --small group skill practice --modified games/activities --increased skill combinations --speed increases --students plan/implement game plays</p> | <p>Sport-Specific Skill Rubrics Self/Peer Assessment</p> |

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| <p>group game situations. --demonstrate the ability to perform a variety of rhythmic movement sequences, i.e. line dance, folk/square dance, aerobic dance, jump rope. --use basic offensive and defensive strategies in modified/adapted activities. --recognize the carry-over of general movement skills that can be applied to specific activities.</p> | | | |
| <p>By the end of 7th grade, the student will: --use skill combinations competently in modified versions of individual/dual/team activities. --display appropriate use of speed, force and form in a variety of movement skills to be an effective and contributing player in selected games and sports. --demonstrate a variety of movement sequences as found in line, aerobic, folk dances and other rhythmic activities. --recognize that time and effort are prerequisites for skill improvement. --identify and analyze offensive and defensive strategies in games and sports. --describe the key elements in the execution of sport-specific skills. --apply the principle of transfer of learning in order to facilitate the learning of a new skill. --accurately identify the strengths and weaknesses of performance.</p> | <p>--delineated indoor/outdoor space. --teacher/student demonstration. --instruction of sport-specific skills includes:</p> <ul style="list-style-type: none"> o dribble a ball against a defender in 1-on-1 games. o set and bump a volley ball with a partner. o stick handle a hockey puck in small groups. o throw and catch with proper form in softball. | <p>--small group practice --partner practice --bump and set with partner assistance --pass hockey puck with partner assistance --increased skill combinations --speed increases --students plan/implement game plays</p> | <p>Sport-Specific Skill Rubrics Self/Peer Assessment</p> |

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| <p>By the end of 8th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate mature locomotor, non-locomotor and manipulative skills in combinations of closed and open environments. --demonstrate mature combinations of locomotor, non-locomotor and manipulative skills to participate in movement and fitness activities. --adapt and combine skills to meet the demands of increasingly dynamic environments. --develop increasing competence in more advanced specialized skills. --participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports. --recognize that time and effort are prerequisites for skill improvement. --identify and analyze offensive and defensive strategies in games and sports. --describe the key elements in the execution of sport-specific skills. --apply the principle of transfer of learning in order to facilitate the learning of a new skill. --accurately identify the strengths and weaknesses of performance. | <ul style="list-style-type: none"> --delineated indoor/outdoor space. --teacher/student demonstration. --instruction of sport-specific skills includes: <ul style="list-style-type: none"> o dribbling a ball using left and right hands with a defender guarding o set, bump and spike a volley o stick handle a hockey puck with defenders --participation in field games emphasizes speed and skill. | <ul style="list-style-type: none"> --modified skill sets --partner assistance/practice --small group practice --increased skill combinations --speed increases --students plan/implement game plays | <p>Sport-Specific Skill Rubrics Self/Peer Assessment</p> |
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| Standard 2: Students demonstrate understanding of physical activity (movement concepts, principles, strategies and tactics) as they apply to the learning and performance of physical education. | | | |
| Essential Question: How can I move effectively and efficiently? | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| <p>By the end of kindergarten, the student will:</p> <ul style="list-style-type: none"> --demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills; and show understanding of space concepts by identifying and demonstrating personal and general space. --travel safely in different directions using the varying locomotor skills. --combine various traveling patterns in response to a variety of rhythms. --roll body smoothly without stopping or hesitating in forward and sideways directions. --recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces. --follow safety and age-appropriate classroom and playground rules and procedures. | <ul style="list-style-type: none"> --teacher demonstration --verbal, nonverbal, visual and auditory cueing system --rules and safety routines reviewed with instruction --instruction in various gross motor movements incorporates awareness of personal space of self and others | <ul style="list-style-type: none"> --teacher and peer modeling --scaffolding --teacher cues | Kindergarten Motor Skills Rubric |
| <p>By the end of 1st grade, the student will:</p> <ul style="list-style-type: none"> --balance demonstrating momentary stillness in | <ul style="list-style-type: none"> --teacher demonstration --verbal, nonverbal, visual and auditory cueing system --rules and safety routines | <ul style="list-style-type: none"> --teacher and peer modeling --scaffolding --teacher cues | 1st Grade Motor Skills Rubric |

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| <p>symmetrical and asymmetrical shapes with a variety of body parts.</p> <ul style="list-style-type: none"> --balance with control on stationary objects. --manipulate the body in a stationary fashion while making a variety of shapes. --repeatedly jump a self-turned rope. -- recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces. --follow safety and age-appropriate classroom and playground rules and procedures. | <p>reviewed with instruction</p> <ul style="list-style-type: none"> --instruction emphasizes balance and coordination. | | |
| <p>By the end of 2nd grade, the student will:</p> <ul style="list-style-type: none"> --catch an object effectively. --throw an object (at varying speeds) using a fluid motion. --consistently kick/strike an object with another object or body parts. --continuously dribble the ball using the hands or feet. --demonstrate the skills of chasing, fleeing and dodging. --use feedback to improve performance. | <ul style="list-style-type: none"> --instruction emphasizes sport-specific skills (i.e., catching, dribbling, striking) combined with locomotor movements. | <ul style="list-style-type: none"> --teacher and peer modeling --scaffolding --teacher cues --speed increase --skill combinations | <p>Skill-Specific Rubrics Skill-Specific Self-Assessments</p> |
| <p>By the end of 3rd grade, the student will:</p> <ul style="list-style-type: none"> --develop patterns and combinations of locomotor and non-locomotor movements into repeatable sequences. --roll in a backwards direction without hesitating or stopping. --consistently catch, throw or | <ul style="list-style-type: none"> --instruction emphasizes locomotor skills while maintaining control of body and ball. --lead-up sports games are introduced. | <ul style="list-style-type: none"> --teacher and peer modeling --scaffolding --teacher cues --partner/small group practice --speed increase --skill combinations | <p>Skill-Specific Rubrics Skill-Specific Self-Assessments</p> |

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| <p>kick/strike an object with another object or body part back to a target/partner. --hand dribble and foot dribble a ball and maintain control while traveling within a group. --transfer weight from feet to hands and land in control. --repeatedly jump a self-turned rope while initiating various movement patterns. --while traveling, avoid or catch an individual or object. --use feedback to improve performance.</p> | | | |
| <p>By the end of 4th grade, the student will: --demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement. --develop patterns and combinations of locomotor and non-locomotor movements into repeatable sequences. --roll in a backwards direction without hesitating or stopping. --consistently catch, throw or kick/strike an object with another object or body part back to a target/partner. --hand dribble and foot dribble a ball and maintain control while traveling within a group. --transfer weight from feet to hands and land in control. --repeatedly jump a self-turned rope while initiating various</p> | <p>--instruction emphasizes sport-specific strategies/rules in cooperative games.</p> | <p>--scaffolding --teacher guidance/feedback --cooperative group work --partner practice --speed increase --2 – 3 skill combinations --students develop simple game plays.</p> | <p>Skill-Specific Rubrics Skill-Specific Self-Assessments</p> |

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| <p>movement patterns. --while traveling, avoid or catch an individual or object. --use feedback to improve performance. --recognize critical performance skill elements in self and others using movement vocabulary. --demonstrate knowledge of rules, safety practices and procedures of specific activities.</p> | | | |
| <p>By the end of 5th grade, the student will: --identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition). --design and perform movement patterns in gymnastics, dance and sport activities that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow. --throw/strike a ball or object demonstrating both accuracy and distance. --hand/foot dribble while preventing an opponent from stealing the ball. --in a small group, keep an object continuously in the air without catching it. --throw and catch a ball/object while being guarded by opponents. --participate in small group activities that involve cooperating with others to keep an object away</p> | <p>--instruction emphasizes sport-specific strategies/rules in cooperative games. --instruction emphasizes principles of appropriate practice of sport-specific skills.</p> | <p>--scaffolding --teacher guidance/feedback --cooperative group work --partner practice --speed increase --2 – 3 skill combinations --students develop simple game plays.</p> | <p>Skill-Specific Rubrics Skill-Specific Self-Assessments</p> |

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| <p>from opponents (basic offensive and defensive strategies).</p> | | | |
| <p>By the end of 6th grade, the student will:</p> <ul style="list-style-type: none"> --design and perform movement patterns in gymnastics, dance and sport activities that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow. --throw/strike a ball or object demonstrating both accuracy and distance. --hand/foot dribble while preventing an opponent from stealing the ball. --in a small group, keep an object continuously in the air without catching it. --throw and catch a ball/object while being guarded by opponents. --participate in small group activities that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategies). --use feedback, including available technology, to improve skill performance. --demonstrate understanding of the principles of skill development (e.g., practicing in game-like situations, whole/part/whole, using short practice sessions vs. one long practice). | <ul style="list-style-type: none"> --instruction emphasizes sport-specific strategies/rules in cooperative games, such as <ul style="list-style-type: none"> o hitting a ball thrown from a pitcher o passing and catching with a partner o using overhand set to keep volleyball in air o passing the basketball in small group games without losing the ball. --instruction emphasizes basic offensive and defensive strategies. --students critique videotaped footage of skills practice to assess and correct form (self and others). | <ul style="list-style-type: none"> --scaffolding --teacher guidance/feedback --cooperative group work --partner practice --speed increase --several skill combinations --students develop game plays | <p>Skill-Specific Rubrics Skill-Specific Self-Assessments</p> |

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| <p>By the end of 7th grade, the student will:</p> <ul style="list-style-type: none"> --become competent in a variety of and proficient in a few physical activities. --perform a variety of dances (e.g., creative dance, aerobic dance, line dance, contemporary, modern, traditional, international, folk, multi-cultural). --consistently throw and catch a ball while guarded by opponents. --combine skills with basic offensive and defensive strategies to participate in modified versions of team and individual sports. --perform and assess the quality of player response in dynamic, interactive environments (e.g., appropriate offensive position with ball or goal). --analyze skills of self and partner, detecting and correcting errors. --identify similarities of movements across different physical activities. | <p>--instruction emphasizes sport-specific strategies/rules in cooperative games, such as:</p> <ul style="list-style-type: none"> o aerobic dance workouts o passing and catching a ball in a small game situation o dribbling a ball in small games <p>--instruction emphasizes offensive and defensive strategies specific to each sport.</p> <p>--students critique videotaped footage of skills practice to assess and correct form (self and others).</p> | <ul style="list-style-type: none"> --scaffolding --teacher guidance/feedback --cooperative group work --partner practice --speed increase --several skill combinations --students develop game plays | <p>Skill-Specific Rubrics Skill-Specific Self-Assessments</p> |
| <p>By the end of 8th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms. --become competent in a variety of and proficient in a few physical activities. --perform a variety of dances (e.g., creative dance, aerobic dance, | <p>--instruction emphasizes sport-specific strategies/rules in cooperative games, such as:</p> <ul style="list-style-type: none"> o perform proper defensive positioning for game play o perform proper offensive skills (i.e., shooting, passing, pivoting) in modified games o throw and catch a football while being covered by a defender o play a modified game with rules of play being | <ul style="list-style-type: none"> --scaffolding --teacher guidance/feedback --cooperative group work --partner practice --rules are modified so games flow smoothly --speed increase --several skill combinations --students develop game plays | <p>Skill-Specific Rubrics Skill-Specific Self-Assessments</p> |

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| <p>line dance, contemporary, modern, traditional, international, folk, multi-cultural).</p> <p>--consistently throw and catch a ball while guarded by opponents.</p> <p>--combine skills with basic offensive and defensive strategies to participate in modified versions of team and individual sports.</p> <p>--use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others.</p> <p>-demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations.</p> | <p>enforced.</p> <p>--instruction emphasizes offensive and defensive strategies specific to each sport.</p> <p>--students critique videotaped footage of skills practice to assess and correct form (self and others).</p> | | |
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| <p>Standard 3: Students participate regularly in physical activity.</p> | | | |
| <p>Essential Question: What can I do to be physically active and why is this important?</p> | | | |
| <p>Performance Indicators:</p> | <p>Instructional Strategies and Resources:</p> | <p>Differentiation Strategies:</p> | <p>Assessment:</p> |
| <p>By the end of kindergarten, the student will:</p> <p>--engage in physical activities when presented with opportunities and with teacher encouragement; engage in a wide variety of gross-motor activities that are child-selected and teacher-initiated.</p> <p>--demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand).</p> <p>--combine a sequence of motor</p> | <p>--student-choice activities combined with teacher direction.</p> <p>--instruction emphasizes ball handling with hands and feet and a combination of both.</p> <p>--physical education activities end with connections to good health and well-being.</p> | <p>--scaffolding</p> <p>--teacher cues</p> | <p>Kindergarten Motor Skills Rubric</p> <p>Student Self-Assessments</p> |

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| skills in an organized way. --participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health. | | | |
| By the end of 1st grade , the student will: --engage in small group and individual activities involving locomotor and manipulative skills. --demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand). --combine a sequence of motor skills in an organized way. --identify and explore activities which require physical activity during non-school hours. | --instruction emphasizes practice and demonstration of locomotor skills on command, in sequence and rhythm. --physical education sessions incorporate discussions regarding the importance of physical activities during non-school hours. | --scaffolding --teacher cues --partner practice | 1 st Grade Motor Skills Rubric Student Self-Assessments |
| By the end of 2nd grade , the student will: --engage in small group and individual activities involving locomotor and manipulative skills. --identify and participate in physical activities that promote cardiorespiratory, muscular and flexibility benefits. --identify and participate in individual and family-oriented physical activity opportunities outside of school. | --instruction emphasizes cooperative games involving hand and foot coordination. --students are introduced to activities that build strength, endurance and flexibility. --identification of and participation in physical activities outside of school hours facilitated through discussion and classroom connections. | --scaffolding --teacher cues --partner practice | Skill-Specific Rubrics Student Self-Assessments |
| By the end of 3rd grade , the student will: --engage in small group and individual activities involving locomotor and manipulative skills. | --instruction emphasizes cooperative games involving dribbling, throwing, catching and kicking. --students develop skills required | --scaffolding --teacher cues --partner practice | Skill-Specific Rubrics Student Self-Assessments |

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| <p>--identify and participate in physical activities that promote cardiorespiratory, muscular and flexibility benefits. --develop and demonstrate a positive attitude toward being physically active. --engage in regular physical activity.</p> | <p>for building strength, endurance and flexibility. --participation in physical activities outside of school hours discussed and encouraged.</p> | | |
| <p>By the end of 4th grade, the student will: --engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. --demonstrate on understanding of a variety of movements and how they affect the body. --apply the understanding of physical activity concepts to developing movement sequences and game strategies. --engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level.</p> | <p>--instruction emphasizes development of sport-specific skills and skill sequences through cooperative games. --participation in physical activities outside of school hours discussed, encouraged and documented.</p> | <p>--scaffolding --teacher cues --partner practice --small group practice --speed increase --skill combinations</p> | <p>Skill-Specific Rubrics Student Self-Assessments Personal Physical Activity Log</p> |
| <p>By the end of 5th grade, the student will: --engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. --demonstrate understanding of a variety of movements and how they affect the body. --apply the understanding of physical activity concepts to developing movement sequences and game strategies.</p> | <p>--instruction emphasizes development of sport-specific skills and skill sequences through cooperative games. --participation in physical activities outside of school hours discussed, encouraged and documented.</p> | <p>--scaffolding --teacher cues --partner practice --small group practice --speed increase --skill combinations</p> | <p>Skill-Specific Rubrics Student Self-Assessments Personal Physical Activity Log</p> |

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| <p>--engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level. --identify and demonstrate personal physical activity interests and abilities.</p> | | | |
| <p>By the end of 6th grade, the student will: --engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. --demonstrate understanding of a variety of movements and how they affect the body. --apply the understanding of physical activity concepts to developing movement sequences and game strategies. --engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level. --identify opportunities in the school and community for regular participation in physical activity. --participate daily in some form of health-enhancing physical activity.</p> | <p>--instruction emphasizes proper warm-up techniques specific to each sport, development of sport-specific skills and skill sequences, and use of proper feedback to move efficiently specific to each sport. --participation in physical activities outside of school hours discussed, encouraged and documented.</p> | <p>--scaffolding --partner practice --modified warm-ups/skill sets --small group practice --speed increase --2 – 3 skill combinations</p> | <p>Skill-Specific Rubrics Student Self-Assessments Personal Physical Activity Log</p> |
| <p>By the end of 7th grade, the student will: --engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. --demonstrate understanding of a variety of movements and how they affect the body.</p> | <p>--instruction emphasizes proper warm-up techniques specific to each sport, development of sport-specific skills and skill sequences, and use of proper feedback to move efficiently specific to each sport. --students evidence use of feedback to self-assess and</p> | <p>--scaffolding --partner practice --modified warm-ups/skill sets --small group practice --speed increase --2 – 3 skill combinations</p> | <p>Skill-Specific Rubrics Student Self-Assessments Personal Physical Activity Log</p> |

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| <p>--apply the understanding of physical activity concepts to developing movement sequences and game strategies. --engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level. --monitor and evaluate participation in various physical activities. --establish personal physical activity goals.</p> | <p>improve performance. --participation in physical activities outside of school hours discussed, encouraged and documented.</p> | | |
| <p>By the end of 8th grade, the student will: --engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis. --apply an understanding of the connections between the purposes of movements and their effect on fitness. --apply the understanding of physical activity concepts to increasingly complex movement and game forms. --engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level.</p> | <p>--instruction emphasizes proper warm-up techniques specific to each sport, development of sport-specific skills and skill sequences, and use of proper feedback to move efficiently specific to each sport. --students evidence use of feedback to self-assess and improve performance. --participation in physical activities outside of school hours discussed, encouraged and documented.</p> | <p>--scaffolding --partner practice --modified warm-ups/skill sets --small group practice --speed increase --2 – 3 skill combinations</p> | <p>Skill-Specific Rubrics Student Self-Assessments Personal Physical Activity Log</p> |

| Standard 4: Students achieve and maintain a health-enhancing level of physical fitness. | | | |
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| Essential Question: Why is it important to be physically fit and how can I stay fit? | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| <p>By the end of kindergarten, the student will:</p> <ul style="list-style-type: none"> --demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively). --evidence developmentally appropriate recognition of the effects of physical activity and exercise. --sustain moderate physical activity for longer periods of time while in physical education and/or on the playground. --use words, symbols and other media to express feelings and sensations about physical activity. --collect, describe and record feelings and observations about physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating. | <ul style="list-style-type: none"> --instruction promotes identification of body responses during physical activity and facilitates related language expression skills. --students identify similarities and differences in physical activities based on heart rate and various muscle use and movement. | <ul style="list-style-type: none"> --teacher cues --scaffolding | <p>Modified CT Physical Fitness Test Student Self-Assessments</p> |
| <p>By the end of 1st grade, the student will:</p> <ul style="list-style-type: none"> --sustain moderate physical activity for longer periods of time while in physical education and/or on the playground. --identify changes in the body during physical activity. | <ul style="list-style-type: none"> --instruction promotes identification of body responses during physical activity and facilitates expression of same. --direct instruction in pacing (i.e. body responses) provided as well as through teacher observation. --instruction in body control, | <ul style="list-style-type: none"> --teacher cues/spotting --scaffolding | <p>Modified CT Physical Fitness Test Student Self-Assessments</p> |

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| <p>--demonstrate understanding of one or two components of a health-related fitness assessment.</p> <p>--demonstrate understanding of the concept of pacing during cardiovascular endurance activities.</p> <p>--support body weight for climbing, hanging and momentarily taking weight on hands.</p> | <p>balance and weight bearing provided through gymnastics and climbing activities.</p> <p>--participation in modified CT Physical Fitness assessment.</p> | | |
| <p>By the end of 2nd grade, the student will:</p> <p>--sustain moderate physical activity for longer periods of time while in physical education and/or on the playground.</p> <p>--identify changes in the body during physical activity.</p> <p>--demonstrate understanding of two or three components of a health-related fitness assessment.</p> <p>--recognize the physiological indicators the accompany moderate to vigorous activity.</p> <p>--support body weight for climbing, hanging and momentarily taking weight on hands.</p> | <p>--instruction promotes identification of body responses before, during and after physical activity and facilitates expression of same.</p> <p>--direct instruction in pacing (i.e. body responses) provided as well as through teacher observation.</p> <p>--instruction in body control, balance and weight bearing provided through gymnastics and climbing activities.</p> <p>--participation in modified CT Physical Fitness assessment.</p> | <p>--teacher cues/spotting</p> <p>--scaffolding</p> | <p>Modified CT Physical Fitness Test</p> <p>Student Self-Assessments</p> |
| <p>By the end of 3rd grade, the student will:</p> <p>--maintain continuous aerobic activity for a specified time.</p> <p>--maintain appropriate body alignment during activity.</p> <p>--support, lift and control body weight in a variety of activities.</p> <p>--regularly participate in physical activity for the purpose of improving one's personal physical fitness.</p> <p>--describe healthful benefits that</p> | <p>--instruction emphasizes body control, balance, weight transfer, muscular strength and flexibility through gymnastics and yoga.</p> <p>--instruction in indoor/outdoor aerobic activities.</p> <p>--direct instruction in pacing (i.e. body responses) provided as well as through teacher observation.</p> <p>--maintain an exercise log of daily physical activities.</p> <p>--participation in modified CT Physical Fitness assessment.</p> | <p>--teacher cues/spotting</p> <p>--scaffolding</p> <p>--peer assistance</p> <p>--individual fitness goals</p> | <p>Modified CT Physical Fitness Test</p> <p>Student Self-Assessments</p> <p>Personal Physical Activity Log</p> |

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| <p>result from regular and appropriate participation in physical activity.</p> <ul style="list-style-type: none"> --participate in appropriate activity that results in the development of muscular strength. --maintain an exercise log for a set period of time. --demonstrate understanding of all of the components of a health related fitness assessment. --complete a modified version of a health-enhancing personal fitness assessment. | | | |
| <p>By the end of 4th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition). --maintain continuous aerobic activity for a specified time. --maintain appropriate body alignment during activity. --recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity. --support, lift and control body weight in a variety of activities. --regularly participate in physical activity for the purpose of improving one's personal physical fitness. --describe healthful benefits that result from regular and | <ul style="list-style-type: none"> --instruction facilitates fitness and health connections. --students monitor pulse, body temperature, perspiration and thirst levels during physical exertion. --students participate in CT Physical Fitness Test. --students maintain an exercise log of daily physical activities. | <ul style="list-style-type: none"> --teacher cues/spotting --scaffolding --peer assistance --individual fitness goals | <p>CT Physical Fitness Test Student Self-Assessments Personal Physical Activity Log</p> |

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| <p>appropriate participation in physical activity. --participate in appropriate activity that results in the development of muscular strength. --demonstrate understanding of the results of formal fitness testing and correctly associate these results with overall physical fitness nutritional levels and personal health status. --complete a health-related fitness assessment and score at an acceptable level. --maintain an exercise log for a set period of time.</p> | | | |
| <p>By the end of 5th grade, the student will: --demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition). --correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning and body composition. --participate in moderate activity for a sustained period of time while maintaining a target heart rate. --recover from moderate activity in an appropriate length of time. --participate daily in some form of health-enhancing physical activity. --identify proper warm-up, conditioning, cool-down</p> | <p>--instruction facilitates fitness and health connections. --instruction emphasizes proper warm-up and cool-down techniques. --students monitor pulse, body temperature, perspiration and thirst levels during physical exertion. --students participate in CT Physical Fitness Test. --students maintain an exercise log of daily physical activities.</p> | <p>--teacher cues/spotting --scaffolding --peer assistance --individual fitness goals</p> | <p>CT Physical Fitness Test Student Self-Assessments Personal Physical Activity Log</p> |

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| <p>techniques and the reason for using them.</p> <ul style="list-style-type: none"> --recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity. --demonstrate understanding of the results of formal fitness testing and correctly associate these results with overall physical fitness nutritional levels and personal health status. --complete a health-related fitness assessment and score at an acceptable level. --maintain a daily exercise log for a set period of time. | | | |
| <p>By the end of 6th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition). --correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardiorespiratory functioning and body composition. --participate in moderate activity for a sustained period of time while maintaining a target heart rate. --recover from moderate activity in an appropriate length of time. --participate daily in some form of health-enhancing physical activity. | <ul style="list-style-type: none"> --instruction facilitates fitness and health connections. --instruction emphasizes proper warm-up and cool-down techniques. --students monitor pulse, body temperature, perspiration and thirst levels during physical exertion. --students participate in CT Physical Fitness Test. --students use fitness data to set individual fitness goals; improvement expected in goal areas between September and June. --students maintain an exercise log of daily physical activities. | <ul style="list-style-type: none"> --scaffolding --peer assistance --individual fitness goals | <p>CT Physical Fitness Test Personal Physical Activity Log Individual Fitness Goals/Progress</p> |

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| <p>--identify proper warm-up, conditioning, cool-down techniques and the reason for using them.</p> <p>--recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity.</p> <p>--demonstrate understanding of the results of formal fitness testing and correctly associate these results with overall physical fitness nutritional levels and personal health status.</p> <p>--complete a health-related fitness assessment and score at an acceptable level.</p> <p>--maintain a daily exercise log for a set period of time.</p> <p>--use measurement and assessment data (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to develop personal goals for improvement in at least two fitness components.</p> | | | |
| <p>By the end of 7th grade, the student will:</p> <p>--correctly demonstrate various resistance training techniques.</p> <p>--sustain an aerobic activity, maintaining a target heart rate to achieve cardiovascular benefits.</p> <p>--improve and/or maintain appropriate body composition.</p> <p>--participate in an individualized fitness program which includes muscular strength, endurance and flexibility.</p> | <p>--instruction emphasizes proper warm-up and cool-down techniques.</p> <p>--students monitor pulse, body temperature, perspiration and thirst levels during physical exertion.</p> <p>--students participate in CT Physical Fitness Test.</p> <p>--students use fitness data to set individual fitness goals; improvement expected in goal areas between September and</p> | <p>--scaffolding</p> <p>--peer assistance</p> <p>--individual fitness goals</p> | <p>CT Physical Fitness Test</p> <p>Personal Physical Activity Log</p> <p>Individual Fitness Goals/Progress</p> |

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| <p>--maintain a daily record of moderate to vigorous physical activity. --describe principles of training and conditioning for specific physical activities. --complete a health-related fitness assessment and score at an acceptable level.</p> | <p>June. --instruction assists with individualized fitness program based on fitness goals. --students maintain an exercise log of daily physical activities.</p> | | |
| <p>By the end of 8th grade, the student will: --demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component. --assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance. --complete a health-related fitness assessment and score at an acceptable level. --analyze the results of one or more components of health-related fitness. --participate in an individualized fitness program which includes muscular strength, endurance and flexibility. --maintain a daily record of moderate to vigorous physical activity. --describe principles of training and conditioning for specific physical activities.</p> | <p>--instruction emphasizes proper warm-up and cool-down techniques. --students monitor pulse, body temperature, perspiration and thirst levels during physical exertion. --students participate in CT Physical Fitness Test. --students use fitness data to set individual fitness goals; improvement expected in goal areas between September and June. --instruction assists with individualized fitness program based on fitness goals. --students maintain an exercise log of daily physical activities.</p> | <p>--scaffolding --peer assistance --individual fitness goals</p> | <p>CT Physical Fitness Test Personal Physical Activity Log Individual Fitness Goals/Progress</p> |

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| Standard 5: Students exhibit responsible personal and social behavior that respects self and others including respect for differences among people in physical activity settings. | | | |
| Essential Question: How do I interact with others during physical activity? | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| <p>By the end of kindergarten, the student will:</p> <ul style="list-style-type: none"> --demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement. --state reasons for safe and controlled movements. --interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations. --participate in games, dances and other activities from various cultural and ethnic backgrounds. --demonstrate willingness to play with any child in the class; recognize similarities and appreciate differences in people. --use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts. | <ul style="list-style-type: none"> --verbal, nonverbal, visual and auditory cueing system --rules and safety routines reviewed with instruction --instruction facilitates language expression skills related to feelings and conflict-resolution strategies. | <ul style="list-style-type: none"> --teacher cues --teacher mediation/guidance --individualized behavioral management systems | <p>Teacher observation</p> |

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| <p>--accept the feelings resulting from challenges, successes and failures in physical activity.</p> | | | |
| <p>By the end of 1st grade, the student will: --demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement. --state reasons for safe and controlled movements. --state guidelines and behavior for the safe use of equipment and apparatus. --demonstrate cooperation with partner by successfully working together to complete an assigned task. --play and cooperate with a partner regardless of personal differences such as gender, skill level or ethnicity. --identify ways in which all students might be included in an activity. --participate in games, dances and other activities from various cultural and ethnic backgrounds. --use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts. --accept the feelings resulting from challenges, successes and failures in physical activity.</p> | <p>--verbal, nonverbal, visual and auditory cueing system --rules and safety routines reviewed with instruction --instruction facilitates language expression skills related to feelings and conflict-resolution strategies.</p> | <p>--teacher cues --teacher mediation/guidance --individualized behavioral management systems</p> | <p>Teacher observation</p> |

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| <p>By the end of 2nd grade, the student will:</p> <ul style="list-style-type: none"> --apply rules, procedures and safe practices requiring little or no reinforcement. --honestly report results of work. --play and cooperate with others regardless of personal differences. --identify ways in which all students might be included in an activity. --participate in games, dances and other activities from various cultural and ethnic backgrounds. --explore positive conflict resolution strategies while in play situations. | <ul style="list-style-type: none"> --cooperative group activities. --positive peer interactions. --teacher feedback used to self-assess and improve performance. | <ul style="list-style-type: none"> --teacher cues --teacher mediation/guidance --peer mediation --individualized behavioral management systems | <p>Teacher observation Student Self-Assessments</p> |
| <p>By the end of 3rd grade, the student will:</p> <ul style="list-style-type: none"> --distinguish between compliance and non-compliance with game rules and fair play. --identify appropriate safety practices for chosen activities. --analyze potential risks associated with physical activities. --work cooperatively with others to complete a task. --interact positively with others regardless of differences. --use positive conflict resolution strategies in game play situations. --appreciate differences and similarities in others during physical activity. --respect persons from different backgrounds and the cultural significance they attribute to various games, dances and | <ul style="list-style-type: none"> --cooperative group activities. --positive peer interactions. --teacher feedback used to self-assess and improve performance. --evidence tolerance and respect through game-play, turn-taking, sportsmanship and personal interactions. | <ul style="list-style-type: none"> --teacher cues --teacher mediation/guidance --peer mediation --individualized behavioral management systems | <p>Teacher observation Student Self-Assessments</p> |

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| <p>physical activities. --celebrate personal successes and achievement as well as those of others. --create a physical activity which would allow a physically challenged classmate to participate on an equal playing field. --recognize similarities and differences between dances and activities from different countries.</p> | | | |
| <p>By the end of 4th grade, the student will: --understand, participate in the development of and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings. --work independently or cooperatively and productively with partners or in small groups to complete assigned tasks. --develop skills needed for resolving conflicts peacefully. --appreciate differences and similarities in others during physical activity. --respect persons from different backgrounds and the cultural significance they attribute to various games, dances and physical activities. --celebrate personal successes and achievement as well as those of others. --create a physical activity which</p> | <p>--cooperative group activities. --positive peer interactions. --teacher feedback used to self-assess and improve performance. --evidence tolerance and respect through game-play, turn-taking, sportsmanship and personal interactions.</p> | <p>--teacher cues --teacher mediation/guidance --peer mediation --individualized behavioral management systems</p> | <p>Teacher observation Student Self-Assessments</p> |

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| <p>would allow a physically challenged classmate to participate on an equal playing field.</p> <p>--recognize similarities and differences between dances and activities from different countries.</p> | | | |
| <p>By the end of 5th grade, the student will:</p> <p>--make responsible decisions about the use of time to complete assigned tasks.</p> <p>--include concerns for safety in self-designed activities.</p> <p>--distinguish between acts of "courage" and reckless acts.</p> <p>--make conscious decisions about applying rules, procedures and etiquette for specific activity situations.</p> <p>--develop skills needed for resolving conflicts peacefully.</p> <p>--recognize the role of games, sports and dance in getting to know and understand others of like and different cultures.</p> <p>--seek out, participate with and show respect of persons of like and different skill levels.</p> <p>--recognize the attributes that individuals with differences can bring to group activities.</p> <p>--acknowledge differences in the behavior of people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences.</p> <p>--through verbal and nonverbal behavior, demonstrate</p> | <p>--cooperative group activities.</p> <p>--positive peer interactions.</p> <p>--teacher feedback used to self-assess and improve performance.</p> <p>--evidence tolerance and respect through game-play, turn-taking, sportsmanship and personal interactions.</p> <p>--evidence personal responsibility through time management, task completion and decision-making.</p> | <p>--teacher cues</p> <p>--teacher mediation/guidance</p> <p>--peer mediation</p> <p>--individualized behavioral management systems</p> | <p>Teacher observation</p> <p>Student Self-Assessments</p> |

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| <p>cooperation with peers of different gender, race and ethnicity in a physical activity setting.</p> | | | |
| <p>By the end of 6th grade, the student will:</p> <ul style="list-style-type: none"> --make conscious decisions about applying rules, procedures and etiquette. --include concerns for safety in self-designed activities. --utilize time effectively to complete assigned tasks. --work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. --recognize the role of games, sports and dance in getting to know and understand others of like and different cultures. --seek out, participate with and show respect of persons of like and different skill levels. --recognize the attributes that individuals with differences can bring to group activities. --acknowledge differences in the behavior of people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences. --through verbal and nonverbal behavior, demonstrate cooperation with peers of different gender, race and ethnicity in a physical activity setting. | <ul style="list-style-type: none"> --cooperative group activities. --positive peer interactions. --teacher feedback used to self-assess and improve performance. --evidence tolerance and respect through game-play, turn-taking, sportsmanship and personal interactions. --evidence personal responsibility through time management, task completion, decision-making and goal-setting. | <ul style="list-style-type: none"> --teacher cues --teacher mediation/guidance --peer mediation --individualized behavioral management systems | <p>Teacher observation Student Self-Assessments</p> |

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| <p>By the end of 7th grade, the student will:</p> <ul style="list-style-type: none"> --choose a partner that he or she can work with safely and productively. --identify and follow rules while playing sports and games. --describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity. --make choices based on the safety of self and others. --find positive ways to exert independence and creativity. --handle conflicts that arise with others without confrontation. --consider the consequences when confronted with a behavior choice. --resolve interpersonal conflicts with sensitivity to rights and feelings of others. --collaboratively solves problems by analyzing problems and solutions. --respect physical and performance limitations of self and others. --display sensitivity to the feelings of others during interpersonal interactions. --accept differences in the behavior of people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences. --assure inclusion of all students in | <ul style="list-style-type: none"> --cooperative group activities. --positive peer interactions. --teacher feedback used to self-assess and improve performance. --evidence tolerance and respect through game-play, turn-taking, sportsmanship and personal interactions. --evidence personal responsibility through time management, task completion, decision-making and goal-setting. | <ul style="list-style-type: none"> --teacher cues --teacher mediation/guidance --peer mediation --individualized behavioral management systems | <p>Teacher observation Student Self-Assessments</p> |
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| <p>physical activity regardless of differences and/or challenges.</p> | | | |
| <p>By the end of 8th grade, the student will:</p> <ul style="list-style-type: none"> --understand, participate in the development of and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings. --continue to develop skills to participate productively in groups, in both cooperative and competitive activities. --apply appropriate skills for resolving conflicts peacefully. --respect physical and performance limitations of self and others. --display sensitivity to the feelings of others during interpersonal interactions. --accept differences in the behavior of people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences. --assure inclusion of all students in physical activity regardless of differences and/or challenges. | <ul style="list-style-type: none"> --cooperative group activities. --positive peer interactions. --teacher feedback used to self-assess and improve performance. --evidence tolerance and respect through game-play, turn-taking, sportsmanship and personal interactions. --evidence personal responsibility through time management, task completion, decision-making and goal-setting. | <ul style="list-style-type: none"> --teacher cues --teacher mediation/guidance --peer mediation --individualized behavioral management systems | <p>Teacher observation Student Self-Assessments</p> |

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| Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | | | |
| Essential Question: How will physical activity help me now and in the future? | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| <p>By the end of kindergarten, the student will:</p> <ul style="list-style-type: none"> --use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun. --participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression. --demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement). --demonstrate recognition that physical activity is beneficial to good health. --recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag). --develop individual success and confidence by attempting movement skills and activities with teacher guidance. --recognize and acknowledge that many different feelings can result | <ul style="list-style-type: none"> --instruction emphasizes enjoyment of physical activity. --individual student efforts are recognized and reinforced/positive instructional environment. --instruction facilitates language expression skills related to positive feelings about physical activity. --verbal, nonverbal, visual and auditory cueing system. --rules and safety routines reviewed with instruction. --instruction incorporates various activities and skills to illustrate and similarities and differences in cooperative group work. | <ul style="list-style-type: none"> --teacher cues --teacher modeling | <p>Teacher observation</p> |

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| <p>from participation in physical activity (e.g., excitement, anger, frustration, joy and anxiety). --utilize physical activity as a channel for imagination, self-expression and creativity.</p> | | | |
| <p>By the end of 1st grade, the student will: --participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression. --demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement). --demonstrate recognition that physical activity is beneficial to good health. --recognize that skill development requires practice. --explain how physical activity provides opportunities for self-challenge and self-satisfaction. --recognize and acknowledge that many different feelings can result from participation in physical activity (e.g., excitement, anger, frustration, joy and anxiety). --utilize physical activity as a channel for imagination, self-expression and creativity.</p> | <p>--instruction emphasizes enjoyment of physical activity. --individual student efforts are recognized and reinforced/positive instructional environment. --instruction facilitates language expression skills related to positive feelings about physical activity. --verbal, nonverbal, visual and auditory cueing system. --rules and safety routines reviewed with instruction. --instruction incorporates various locomotor skills in response to even and uneven rhythms.</p> | <p>--teacher cues --teacher modeling</p> | <p>Teacher observation</p> |
| <p>By the end of 2nd grade, the student will: --demonstrate appropriate social interactions with peers during physical activity (e.g., sharing,</p> | <p>--individual student efforts are recognized and reinforced/positive instructional environment. --instruction incorporates a variety of game and dance movements</p> | <p>--teacher cues --teacher modeling</p> | <p>Teacher observation</p> |

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| <p>taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement). --demonstrate recognition that physical activity is beneficial to good health. --demonstrate recognition of the relationship between effort and success in a variety of physical education activities. --recognize and acknowledge that many different feelings can result from participation in physical activity (e.g., excitement, anger, frustration, joy and anxiety). --utilize physical activity as a channel for imagination, self-expression and creativity.</p> | <p>for self-expression and imaginative movement. --instruction relates practice with improved performance. --post-activity discussions identify feelings resulting from physical activity and how to manage them.</p> | | |
| <p>By the end of 3rd grade, the student will: --demonstrate understanding that participation in physical activity is a conscious choice. --demonstrate recognition of the relationship between effort and success in a variety of physical education activities. --accept the feelings resulting from challenge and successes in physical activity. --begin to recognize areas for personal and group growth and improvement. --express personal satisfaction in her or her accomplishment. --celebrate personal successes and achievements and those of others. --identify activities that are personally interesting.</p> | <p>--individual student efforts are recognized and reinforced/positive instructional environment. --instruction incorporates a variety of game, gymnastic and dance movements for self-expression and imaginative movement. --instruction relates practice with improved performance. --post-activity discussions identify feelings resulting from physical activity and how to manage them. --students develop ways to acknowledge and celebrate individual and group accomplishments.</p> | <p>--teacher cues --teacher modeling</p> | <p>Teacher observation</p> |

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| <p>--design games, gymnastics and dance sequences that demonstrate personal creativity and self-expression. --demonstrate willingness to accept challenges and explore new activities.</p> | | | |
| <p>By the end of 4th grade, the student will: --express and identify feelings about participating in physical activity and begin to make choices based on those feelings. --use physical activity as a means of self-expression. --use physical activity as a positive opportunity for social and group interaction. --experience personal challenges through physical activity. --demonstrate understanding that practicing activities increases specific skill competence. --experiment with new physical activities.</p> | <p>--individual student efforts are recognized and reinforced/positive instructional environment. --instruction relates practice with improved performance. --students demonstrate the ability to make choices in station work in order to express themselves physically, challenge themselves or engage with others through physical activity. --students engage in varied physical activities through out of school experiences.</p> | <p>--teacher cues --teacher modeling --peer assistance</p> | <p>Teacher observation Personal Physical Activity Log</p> |
| <p>By the end of 5th grade, the student will: --appreciate those individuals with higher levels of ability and the effort that it takes to achieve and perform at that level. --identify healthful benefits that result from regular and appropriate participation in various forms of physical activity. --identify social and psychological benefits from participation in physical activities. --use physical activity as a means of self-expression.</p> | <p>--individual student efforts are recognized and reinforced/positive instructional environment. --instruction relates practice with improved performance. --students demonstrate the ability to make choices in station work in order to express themselves physically, challenge themselves or engage with others through physical activity. --students engage in varied physical activities through out of school experiences.</p> | <p>--teacher cues --teacher modeling --peer assistance</p> | <p>Teacher observation Personal Physical Activity Log</p> |

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| <p>--use physical activity as a positive opportunity for social and group interaction.</p> <p>--experience personal challenges through physical activity.</p> <p>--demonstrate understanding that practicing activities increases specific skill competence.</p> <p>--experiment with new physical activities.</p> | | | |
| <p>By the end of 6th grade, the student will:</p> <p>--appreciate those individuals with higher levels of ability and the effort that it takes to achieve and perform at that level.</p> <p>--identify healthful benefits that result from regular and appropriate participation in various forms of physical activity.</p> <p>--recognize that time and efforts are prerequisites for skill improvement and fitness benefits.</p> <p>--identify and participate in various physical activities that can be done at home and in other areas of the community.</p> <p>--recognize potential benefits and risks of participating in physical activity.</p> <p>--analyze personal interests and capabilities in regard to one's exercise behavior.</p> <p>--identify the critical aspects of a healthy lifestyle.</p> | <p>--individual student efforts are recognized and reinforced/positive instructional environment.</p> <p>--instruction relates practice with improved performance.</p> <p>--instruction emphasizes importance of knowing individual physical limits when participating in vigorous activities.</p> <p>--students engage in varied physical activities based on interests and capabilities through out of school experiences.</p> | <p>--teacher modeling/guidance</p> <p>--individualized goals/fitness plans</p> <p>--peer assistance</p> | <p>Teacher observation</p> <p>Personal Physical Activity Log</p> |
| <p>By the end of 7th grade, the student will:</p> <p>--Monitor and evaluate the benefits of various physical activities in relationship to</p> | <p>--individual student efforts are recognized and reinforced/positive instructional environment.</p> <p>--instruction relates practice with improved performance.</p> | <p>--teacher modeling/guidance</p> <p>--individualized goals/fitness plans</p> <p>--peer assistance</p> | <p>Teacher observation</p> <p>Personal Physical Activity Log</p> |

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| <p>opportunities for self-expression and personal enjoyment. --list and identify resources in the community that are personally accessed to maintain a physically active lifestyle. --analyze and categorize physical activities and exercises according to their potential lifetime benefits. --recognize the physiological, psychological and social benefits that result from regular participation in physical activity. --demonstrate understanding of the importance of establishing a pattern of daily participation in different forms of physical activity. --recognize individual abilities and limitations when determining appropriate goals and personal challenges.</p> | <p>--instruction emphasizes importance of knowing individual physical limits when participating in vigorous activities. --students engage in varied physical activities based on interests and capabilities through out of school experiences. --activities include evaluation of physical activity vs. self-expression and enjoyment.</p> | | |
| <p>By the end of 8th grade, the student will: --make decisions about participating in different physical activities based on feelings and interests. --use physical activity as a means of self- and group expression. --use physical activity as a positive opportunity for social and group interaction and development of leadership skills. --demonstrate understanding that physical activity and challenges present opportunities for personal growth. --demonstrate understanding that skill competence results from practice.</p> | <p>--individual student efforts are recognized and reinforced/positive instructional environment. --instruction relates practice with improved performance. --instruction emphasizes importance of knowing individual physical limits when participating in vigorous activities. --students engage in varied physical activities based on interests and capabilities through out of school experiences. --activities include evaluation of physical activity vs. self-expression and enjoyment.</p> | <p>--teacher modeling/guidance --individualized goals/fitness plans --peer assistance</p> | <p>Teacher observation Personal Physical Activity Log</p> |

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| <p>--demonstrate willingness to attempt a variety of new physical activities.</p> <p>-recognize the physiological, psychological and social benefits that result from regular participation in physical activity.</p> <p>--demonstrate understanding of the importance of establishing a pattern of daily participation in different forms of physical activity.</p> | | | |
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HEALTH EDUCATION STANDARDS

| <p>Standard 1: Students comprehend concepts related to health promotion and disease prevention.</p> | | | |
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| <p>Essential Question: What do I need to know to stay healthy?</p> | | | |
| <p>Performance Indicators:</p> | <p>Instructional Strategies and Resources:</p> | <p>Differentiation Strategies:</p> | <p>Assessment:</p> |
| <p>By the end of kindergarten, students will:</p> <p>--identify personal health behaviors (e.g., hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity).</p> <p>--describe similarities and differences between self and others and understand that the body is good and special.</p> <p>--identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth).</p> <p>--identify how families can</p> | <p>--class discussions and routines.</p> <p>--connections to literature, science and social studies topics.</p> <p>--models and visuals to support body part instruction.</p> | <p>--teacher modeling/guidance</p> <p>--scaffolding</p> | <p>Teacher observation</p> <p>Body Part Assessment</p> |

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| <p>influence personal health. --describe a healthy and safe environment. --identify health and safety problems that can be treated early. --identify ways injuries can be prevented. --discuss germs and their connections to illness.</p> | | | |
| <p>By the end of 1st grade, students will: --identify choices and practice behaviors that promote wellness (e.g., hygiene, washing hands, etc.) --describe the similarities and differences between males and females. --identify and list places/situations in the community, at home or school where accidents could occur and describe ways to stay safe. --discuss and describe school and family rules concerning alcohol, tobacco and other drugs. --identify and practice ways to prevent disease and other health problems. --discuss germs and their connections to illness.</p> | <p>--class discussion and routines. --connections to literature, science and social studies topics.</p> | <p>--teacher modeling/guidance --scaffolding</p> | <p>Teacher observation</p> |

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| <p>By the end of 2nd grade, students will:</p> <ul style="list-style-type: none"> --explain the difference between an accident and an injury. --identify risky situations and explain potential dangers. --identify and practice behaviors that promote good personal hygiene. --identify and practice ways to prevent disease and other health problems. | <ul style="list-style-type: none"> --class discussion and routines. --connections to literature, science and social studies topics. | <ul style="list-style-type: none"> --teacher modeling/guidance --scaffolding | <p>Teacher observation</p> |
| <p>By the end of 3rd grade, students will:</p> <ul style="list-style-type: none"> --identify behaviors and corresponding consequences that relate to health and safety. --discuss/describe measures to be taken to prevent accidents and other dangers in the home, school and community. --identify unsafe situations and describe the measures to be taken to prevent accidents in other dangerous situations (e.g., home, school, community). --recognize that illnesses have different causes, symptoms, treatments and outcomes. --analyze health choices and the impact they have on our body systems and disease prevention. | <ul style="list-style-type: none"> --class discussion and routines. --connections to literature, science and social studies topics. | <ul style="list-style-type: none"> --teacher modeling/guidance --scaffolding --peer assistance | <p>Teacher observation</p> |
| <p>By the end of 4th grade, students will:</p> <ul style="list-style-type: none"> --describe relationships between personal health behaviors and individual well-being. --describe the interrelationship of mental, emotional, social and | <ul style="list-style-type: none"> --class discussion and routines. --connections to literature, science and social studies topics. --instruction in physical and emotional changes related to puberty. | <ul style="list-style-type: none"> --teacher modeling/guidance --scaffolding --peer assistance | <p>Teacher observation</p> |

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| <p>physical health during childhood; develop an appreciation of one's own body.</p> <ul style="list-style-type: none"> --explore how families can influence personal health. --examine how physical, social and emotional environments influence personal health. --identify health problems and illnesses that can be prevented and treated early. --explain how childhood injuries can be prevented or treated. --recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems. --describe the physical and emotional changes that occur during puberty. | | | |
| <p>By the end of 5th grade, students will:</p> <ul style="list-style-type: none"> --describe the physical and emotional changes that occur during puberty. --identify the rules/laws and describe consequences associated with use of alcohol, tobacco and other drugs (family, school, community). --define addiction and its relationship to adolescent development. --define sexual harassment, abuse and assault; describe and implement strategies to reduce, avoid and report threatening situations. --identify the warning signs for | <ul style="list-style-type: none"> --class discussion and routines. --connections to literature, science and social studies topics. --instruction in physical and emotional changes related to puberty. --instruction in drug, alcohol and tobacco effects and avoidance. | <ul style="list-style-type: none"> --teacher modeling/guidance --scaffolding --peer assistance --collaborative groups --mini-research reports | <p>Teacher observation Drug Awareness/Resistance Training Assessments</p> |

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| <p>suicide and how to get help when needed.</p> | | | |
| <p>By the end of 6th grade, students will: --describe modes of transmission and identify prevention strategies for a variety of communicable diseases (e.g. HIV/AIDS, influenza, strep); identify causes, symptoms and prevention strategies for a variety of non-communicable diseases (e.g., lung disease, heart disease, cancer). --list/describe cognitive, emotional and physical effects of drugs based on classification (stimulants, depressants, hallucinogens, narcotics); includes alcohol, tobacco, marijuana, inhalants and other drugs (drug interactions). --identify the structure and function of male and female anatomy as relates to puberty and human reproduction. --define/describe abstinence and its relationship to a health lifestyle.</p> | <p>--instruction in drug, alcohol and tobacco effects and avoidance. --instruction emphasizes relationship-building strategies. --materials to support instruction related to diseases and their prevention. --materials to support instruction of male/female anatomy.</p> | <p>--scaffolding --modified tasks --peer assistance --collaborative groups --mini-research reports --community research</p> | <p>Oral assessments Anatomy Assessment Disease Transmission/Prevention Assessment Drug Awareness/Resistance Training Assessments</p> |
| <p>By the end of 7th grade, students will: --recognize basic first aid and rescue breathing techniques and be able to apply them appropriately. --generate a topic list and a correlating/corresponding list of resources related to information on adolescence and practice the skills needed to access information from a variety of</p> | <p>--instruction in drug, alcohol and tobacco effects and avoidance. --instruction emphasizes relationship-building strategies. --materials to support instruction of conception process and fetal development.</p> | <p>--scaffolding --modified tasks --peer assistance --collaborative groups --mini-research reports --community research</p> | <p>First Aid Assessment Conception to Birth Assessment Fetal Development Assessment Drug Awareness/Resistance Training Assessments</p> |

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| <p>resources.</p> <p>--explain/describe how the structure and function of male and female anatomy relates to the process of conception, reproduction and birth.</p> <p>--describe the growth and development of the fetus from conception to birth (e.g., prenatal health, normal development, birth defects).</p> <p>--examine the impact of use of alcohol, tobacco and other drugs and addition have on society, family roles, community peer groups, cost to society, environment and crime.</p> <p>--identify the progression of the development of addiction (abstaining through addiction) and helping resources.</p> <p>--identify strategies to protect against sexual assault, harassment and abuse.</p> | | | |
| <p>By the end of 8th grade, students will:</p> <p>--explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death.</p> <p>--describe the interrelationship of mental, emotional, social and physical health during pre-adolescence/adolescence.</p> <p>--explain how health is influenced by the growth and interaction of body systems.</p> <p>--examine how families and peers can influence the health of adolescents.</p> | <p>--instruction in drug, alcohol and tobacco effects and avoidance.</p> <p>--instruction emphasizes relationship-building strategies.</p> <p>--instruction facilitates analysis and application of concepts to local community situations.</p> | <p>--scaffolding</p> <p>--modified tasks</p> <p>--peer assistance</p> <p>--collaborative groups</p> <p>--mini-research reports</p> <p>--community research</p> | <p>Performance-based assessments, e.g.:</p> <ul style="list-style-type: none"> ○ disease prevention infomercial or flyer ○ healthy decision-making peer counseling strategies ○ analysis of individual's health factors (i.e. case study) ○ drug abuse prevention strategies |

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| <p>--analyze ways in which the environment and personal health are interrelated.</p> <p>--use appropriate strategies to prevent/reduce risks and promote well-being.</p> <p>--explain how appropriate health care can prevent premature death and disability.</p> <p>--describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems.</p> <p>--identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (e.g., HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease).</p> <p>--describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education.</p> <p>--define abstinence, explain the value of postponing sexual activity, identify methods of contraception and the effectiveness of each.</p> <p>--identify and apply family and school rules and state and federal laws concerning use of alcohol, tobacco and other drugs.</p> <p>--identify and apply strategies to advocate for abstinence from alcohol, tobacco and other drugs.</p> | | | |
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| Standard 2: Students demonstrate the ability to access valid health information and health-promoting products and services. | | | |
| Essential Question: How and where do I find information, products and resources? | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| By the end of kindergarten , the student will: --identify characteristics of a trusted adult. --demonstrate the ability to seek health information from trusted adults (e.g., common health and safety concerns, roles and responsibilities of community helpers). --demonstrate the ability to seek help from trusted adults (e.g., dial 911, ask for help from firefighters and police officers). | --class discussions and scenarios. --connections to literature, science and social studies topics. | --teacher modeling/guidance --scaffolding | Teacher observation |
| By the end of 1st grade , the student will: --identify people in the home, school or community who can assist in case of accident or injury, real or potential. --describe ways to be safe in different situations with strangers and others at home, school, community (e.g., when alone, lost, in groups). --demonstrate communication skills used to obtain information on human growth and development such as maintenance of body systems, hygiene, illness, etc. --identify and explain the difference between appropriate and inappropriate touch and | --class discussions and scenarios. --connections to literature, science and social studies topics. | --teacher modeling/guidance --scaffolding | Teacher observation |

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| <p>behavior; list trusted adults with whom one could discuss concerns or questions regarding inappropriate touch or uncomfortable behavior.</p> | | | |
| <p>By the end of 2nd grade, the student will: --recognize emergencies and identify appropriate action steps; know when, where and how to access help and what to say and to do when needing help at home, school and in the community (e.g., giving first aid, seeking help, accessing 911). --identify when its appropriate to tell a trusted adult when peers behave in ways that may be harmful to themselves or others. --identify the people who could provide appropriate information on human growth and development and discuss reasons for accessing these people (e.g., school nurse, parents, MD, teachers, etc.).</p> | <p>--class discussions and scenarios. --connections to literature, science and social studies topics. --school-wide anti-bullying protocols</p> | <p>--teacher modeling/guidance --scaffolding</p> | <p>Teacher observation</p> |
| <p>By the end of 3rd grade, the student will: --identify and explain the difference between appropriate and inappropriate touch and behavior; list trusted adults with whom one could discuss concerns or questions regarding inappropriate touch or uncomfortable behavior (including teasing, bullying, harassment). --demonstrate an appropriate way to access a variety of health resources (e.g., computer, phone book, community resources).</p> | <p>--class discussions and scenarios. --connections to literature, science and social studies topics. --school-wide anti-bullying protocols</p> | <p>--teacher modeling/guidance --scaffolding</p> | <p>Teacher observation</p> |

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| <p>By the end of 4th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate the ability to locate valid health information, products and services. --demonstrate the ability to locate resources from home, school and community that provide valid health information. --describe factors that may influence the selection of health information, products and services. --discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults. | <ul style="list-style-type: none"> --class discussions and scenarios. --instruction in physical and emotional changes related to puberty. | <ul style="list-style-type: none"> --teacher modeling/guidance --scaffolding | <p>Teacher observation</p> |
| <p>By the end of 5th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate the ability to locate resources from home, school and community that provide valid health information. --discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults. | <ul style="list-style-type: none"> --class discussions and scenarios. --instruction in physical and emotional changes related to puberty. | <ul style="list-style-type: none"> --teacher modeling/guidance --scaffolding | <p>Teacher observation</p> |
| <p>By the end of 6th grade, the student will:</p> <ul style="list-style-type: none"> --identify the need for self/peer referral regarding use of alcohol, tobacco and other drugs and practice accessing resources. --acknowledge that the addictive behaviors of others is beyond your control, but recognize that helping | <ul style="list-style-type: none"> --class discussions and scenarios. --instruction in drug, alcohol and tobacco effects and avoidance. | <ul style="list-style-type: none"> --teacher modeling/guidance --scaffolding | <p>Teacher observation Student-created resource portfolio</p> |

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| <p>resources are available. --describe factors that may influence the selection of health information, products and services. --discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults.</p> | | | |
| <p>By the end of 7th grade, the student will: --assess situations that have the potential for sexual assault, harassment or abuse and develop strategies for prevention; identify professional and other resources in the home, school and community which assist individuals who have experienced these crimes. --identify suicide risk factors; demonstrate intervention skills for accessing help to prevent suicide. --identify, examine and access family, school and community alcohol, tobacco and other drug cessation programs.</p> | <p>--class discussions and scenarios. --instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher modeling/guidance --scaffolding</p> | <p>Teacher observation Student-created resource portfolio</p> |
| <p>By the end of 8th grade, the student will: --demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services. --examine factors that may influence the personal selection of health information, products and services.</p> | <p>--class discussions and scenarios. --instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher modeling/guidance --scaffolding</p> | <p>Teacher observation Student-created resource portfolio</p> |

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| <p>--demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults.</p> | | | |
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| <p>Standard 3: Students demonstrate the ability to practice health-enhancing behaviors to reduce health risks and to advocate for personal, family and community health.</p> | | | |
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| <p>Essential Question: What can I do to avoid or reduce health risks and to promote accurate health information and healthy behaviors?</p> | | | |
| <p>Performance Indicators:</p> | <p>Instructional Strategies and Resources:</p> | <p>Differentiation Strategies:</p> | <p>Assessment:</p> |
| <p>By the end of kindergarten, the student will: --identify health behaviors (e.g., wearing seatbelts, hand washing). --identify personal behaviors that are health enhancing. --identify personal health behaviors that need to be changed. --demonstrate good hygiene practices to improve and maintain personal health. --understand and follow rules and routines. --identify ways to self-regulate stress (e.g., take a break from playing hard, quiet time). --use language to convey healthy behaviors. --use language to express opinions about health topics. --name trusted adults at home, in school and in the community. --identify ways to encourage</p> | <p>--classroom rules and routines reinforce health and hygiene. --instruction facilitates language development and expression. --classroom environment fosters and facilitates positive peer interactions.</p> | <p>--teacher modeling --teacher cues and mediation</p> | <p>Teacher observation</p> |

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| <p>others to make positive health choices. --participate in small and large group activities, interacting cooperatively with one or more children. --discuss positive ways to show care, consideration and concern for others.</p> | | | |
| <p>By the end of 1st grade, the student will: --identify personal behaviors that are health enhancing. --identify personal health behaviors that need to be changed. --demonstrate good hygiene practices to improve and maintain personal health. --understand and follow rules and routines. --identify ways to self-regulate stress (e.g., take a break from playing hard, quiet time). --use language to convey healthy behaviors. --use language to express opinions about health topics. --name trusted adults at home, in school and in the community. --identify ways to encourage others to make positive health choices. --participate in small and large group activities, interacting cooperatively with one or more children. --discuss positive ways to show care, consideration and concern for others.</p> | <p>--classroom rules and routines reinforce health and hygiene. --instruction facilitates language development and expression. --classroom environment fosters and facilitates positive peer interactions.</p> | <p>--teacher modeling --teacher cues and mediation</p> | <p>Teacher observation</p> |

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| <p>By the end of 2nd grade, the student will:</p> <ul style="list-style-type: none"> --identify and practice personal behaviors that are health enhancing. --identify and avoid personal health behaviors that need to be changed. --demonstrate good hygiene practices to improve and maintain personal health. --understand and follow rules and routines. --use specific language to express opinions about health topics. --identify ways to encourage others to make positive health choices. --discuss positive ways to show care, consideration and concern for others. | <ul style="list-style-type: none"> --classroom rules and routines reinforce health and hygiene. --instruction facilitates good decision-making. --classroom environment fosters and facilitates positive peer interactions. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation | <p>Teacher observation</p> |
| <p>By the end of 3rd grade, the student will:</p> <ul style="list-style-type: none"> --identify and practice personal behaviors that are health enhancing. --identify and avoid personal health behaviors that need to be changed. --demonstrate good hygiene practices to improve and maintain personal health. --understand and follow rules and routines. --identify ways to convey health information, concepts and skills. --use specific language to express opinions on health issues based on accurate information. --describe ways to encourage and | <ul style="list-style-type: none"> --classroom rules and routines reinforce health and hygiene. --instruction facilitates good decision-making. --classroom environment fosters and facilitates positive peer interactions. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation --peer mediation | <p>Teacher observation</p> |

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| <p>support others in making positive health choices. --promote positive, healthy interpersonal relationships with respect and appreciation for each other.</p> | | | |
| <p>By the end of 4th grade, the student will: --identify responsible health behaviors. --list personal health needs. --compare behaviors that are safe to those that are risky or harmful. --demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions. --develop and practice safety techniques to avoid and reduce injury and disease. --identify and practice skills to manage stress. --describe a variety of methods to convey accurate health information, concepts and skills. --express opinions about health issues based on accurate health information. --describe ways to encourage and support others in making positive health choices. --demonstrate positive ways to show care, consideration and concern for others (e.g., persons living with HIV/AIDS, diabetes, cancer). --promote positive, healthy interpersonal relationships with respect and appreciation for each other.</p> | <p>--instruction emphasizes personal responsibility and good decision-making. --classroom rules and routines reinforce health and hygiene. --classroom environment fosters and facilitates positive peer interactions.</p> | <p>--teacher modeling --teacher cues and mediation --peer mediation</p> | <p>Teacher observation</p> |

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| <p>By the end of 5th grade, the student will:</p> <ul style="list-style-type: none"> --identify responsible health behaviors. --identify personal health needs. --compare behaviors that are safe to those that are risky or harmful. --demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions. --develop and practice safety techniques to avoid and reduce injury and disease. --identify and practice skills to manage stress. --express opinions about health issues based on accurate health information. --describe ways to encourage and support others in making positive health choices. --demonstrate positive ways to show care, consideration and concern for others (e.g., persons living with HIV/AIDS, diabetes, cancer). --promote positive, healthy interpersonal relationships with respect and appreciation for each other. | <ul style="list-style-type: none"> --instruction emphasizes personal responsibility and good decision-making. --classroom rules and routines reinforce health and hygiene. --classroom environment fosters and facilitates positive peer interactions. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation --peer mediation | <p>Teacher observation</p> |
| <p>By the end of 6th grade, the student will:</p> <ul style="list-style-type: none"> --identify responsible health behaviors. --identify personal health needs. --compare behaviors that are safe to those that are risky or harmful. --demonstrate strategies to improve or maintain personal | <ul style="list-style-type: none"> --instruction emphasizes personal responsibility and good decision-making. --classroom environment fosters and facilitates positive peer interactions. --collaborative work environment. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation --peer mediation/assistance --research on topics of interest | <p>Teacher observation Task-Specific Checklists/Portfolios</p> |

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| <p>health by examining influences and rules that affect decisions. --generate a list of responsibilities associated with parenthood and evaluate their own ability to meet needs to this time. --develop and practice safety techniques to avoid and reduce injury and disease. --identify and practice skills to manage stress. --describe a variety of methods to convey accurate health information, concepts and skills. --express opinions about health issues based on accurate health information. --describe ways to encourage and support others in making positive health choices. --identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools. --demonstrate positive ways to show care, consideration and concern for others (e.g., persons living with HIV/AIDS, diabetes, cancer). --promote positive, healthy interpersonal relationships with respect and appreciation for each other.</p> | | | |
| <p>By the end of 7th grade, the student will: --identify personal behaviors that increase the risk of developing communicable diseases and develop strategies to minimize risk.</p> | <p>--instruction emphasizes personal responsibility and good decision-making. --classroom environment fosters and facilitates positive peer interactions. --collaborative work environment.</p> | <p>--teacher modeling --teacher cues and mediation --peer mediation/assistance --research on topics of interest</p> | <p>Teacher observation Task-Specific Checklists/Portfolios</p> |

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| <p>--identify risk factors and explain/describe skills needed to reduce these risks. --develop and practice safety techniques to avoid and reduce injury and disease. --identify the use of peer intervention and its relationship to friendships. --identify and practice skills to manage stress. --analyze methods to accurately express health information, concepts and skills. --support a healthy position with accurate information. --analyze community agencies that advocate for healthy individuals, families and communities. --encourage and support others in making positive health choices. --demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. --promote positive ways to show care and consideration for others (e.g., persons living with HIV/AIDS, diabetes, cancer). --assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality.</p> | | | |
| <p>By the end of 8th grade, the student will: --explain the importance of assuming responsibility for personal health behaviors.</p> | <p>--instruction emphasizes personal responsibility and good decision-making. --classroom environment fosters and facilitates positive peer</p> | <p>--teacher modeling --teacher cues and mediation --peer mediation/assistance --research on topics of interest</p> | <p>Teacher observation Task-Specific Checklists/Portfolios</p> |

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| <p>--examine personal health status to determine needs.</p> <p>--distinguish between safe, risky or harmful behaviors involving themselves and/or others.</p> <p>--apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.</p> <p>--examine and apply safety techniques to avoid and reduce injury and prevent disease.</p> <p>--apply skills to manage stress.</p> <p>--analyze various methods to accurately express health information, concepts and skills.</p> <p>--support a healthy position with accurate information.</p> <p>--analyze community agencies that advocate for healthy individuals, families and communities.</p> <p>--encourage and support others in making positive health choices.</p> <p>--demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools.</p> <p>--promote positive ways to show care and consideration for others (e.g., persons living with HIV/AIDS, diabetes, cancer).</p> <p>--assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality.</p> | <p>interactions.</p> <p>--collaborative work environment.</p> | | |
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| Standard 4: Students analyze the influence of culture, media, technology and other factors on health. | | | |
| Essential Question: What influences my healthy behaviors and decisions? | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| By the end of kindergarten , the student will: --discuss their roles in the family and the roles of their parents/guardians. --discuss how media and technology can influence our lives. --discuss how families and school influence personal health. | --classroom discussions and scenarios. --connections to literature, science and social studies topics. | --teacher cues --teacher guidance | Teacher observation Oral Assessment |
| By the end of 1st grade , the student will: --discuss how family culture and beliefs impact health choices. --discuss how media and technology can influence our lives. --discuss how families and school influence personal health. | --classroom discussions and scenarios. --connections to literature, science and social studies topics. | --teacher cues --teacher guidance | Teacher observation Oral Assessment |
| By the end of 2nd grade , the student will: --discuss how family culture and beliefs impact health choices. --discuss how media and technology can influence our lives. --discuss how families and school influence personal health. | --classroom discussions and scenarios. --connections to literature, science and social studies topics. | --teacher cues --teacher guidance | Teacher observation Oral Assessments Reading Comprehension Assessments |
| By the end of 3rd grade , the student will: --discuss how family culture and beliefs impact health choices --discuss how media and technology can influence personal the health decisions. --explain how family, school and peers influence personal health. --identify and explain how the | --classroom discussions and scenarios. --connections to literature topics. | --teacher cues --teacher guidance --peer assistance --small group forums | Teacher observation Oral Assessments Reading Comprehension Assessments |

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| media may influence messages one may receive about body image. | | | |
| By the end of 4th grade , the student will: --describe how family and culture influence personal health behaviors. --explain how media and technology influence personal and health behaviors. --explain how family, school and peers influence personal health. --identify and explain how the media may influence messages one may receive about body image. | --classroom discussions and scenarios. --connections to literature topics. | --teacher cues --teacher guidance --peer assistance --small group forums | Teacher observation Oral Assessments Reading Comprehension Assessments |
| By the end of 5th grade , the student will: --describe how family and culture influence personal health behaviors. --explain how media and technology influence personal and health behaviors. --explain how family, school and peers influence personal health. --examine and discuss ways the media influence our thoughts and feelings regarding body image and healthy lifestyles. --recognize that advertisements for nicotine and alcohol can be misleading. | --classroom discussions and scenarios. --connections to literature topics. --instruction in drug, alcohol and tobacco effects and avoidance. | --teacher cues --teacher guidance --peer assistance --small group forums | Teacher observation Oral Assessments Reading Comprehension Assessments Drug Awareness/Resistance Training Assessments |
| By the end of 6th grade , the student will: --describe how family and culture influence personal health behaviors. --explain how media and | --classroom discussions and scenarios. --analysis of specific examples of advertising and media influence. --journal writing. --instruction in drug, alcohol and | --teacher cues --teacher guidance --peer assistance --small group forums | Teacher observations Drug Awareness/Resistance Training Assessments Task-Specific Assessments Journal responses |

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| <p>technology influence personal and health behaviors. --explain how family, school and peers influence personal health. --examine and discuss ways the media influence our thoughts and feelings regarding body image and healthy lifestyles. --recognize that advertisements for nicotine and alcohol can be misleading.</p> | <p>tobacco effects and avoidance.</p> | | |
| <p>By the end of 7th grade, the student will: --analyze the influence of personal decisions and social pressures on participation in risk-taking behavior and develop an action plan incorporating strategies to address these pressures. --analyze the impact of influences, personal desires and social pressures on skills necessary to avoid dangerous situations and modify/adapt these skills to avoid dangerous situations. --describe how family and culture influence personal health behaviors. --examine and discuss ways the media influence our behaviors and decision-making as related to sexuality. --identify ways that decisions are influenced by self-concept, home, peer, school and community relationships. --examine factors that influence use of alcohol, tobacco and other drugs (e.g. peers, media, social factors).</p> | <p>--classroom discussions and scenarios. --analysis of specific examples of advertising and media influence on self. --journal writing. --instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher cues --teacher guidance --peer assistance --small group forums</p> | <p>Teacher observations Drug Awareness/Resistance Training Assessments Task-Specific Assessments Journal responses</p> |

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| <p>By the end of 8th grade, the student will:</p> <ul style="list-style-type: none"> --examine the influence of family beliefs and cultural beliefs on personal health behaviors. --analyze how media, technology and other factors influence personal health behaviors. --analyze how family, school and peers influence personal health. --examine factors that influence use of alcohol, tobacco and other drugs (e.g. peers, media, social factors). --identify and explain how the media may influence behaviors and decisions in regard to sexuality. | <ul style="list-style-type: none"> --classroom discussions and scenarios. --analysis of specific examples of advertising and media influence on self and family members. --journal writing. --instruction in drug, alcohol and tobacco effects and avoidance. | <ul style="list-style-type: none"> --teacher cues --teacher guidance --peer assistance --small group forums | <p>Teacher observations Drug Awareness/Resistance Training Assessments Task-Specific Assessments Journal responses</p> |
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| <p>Standard 5: Students demonstrate the ability to use interpersonal communication skills to enhance health.</p> | | | |
| <p>Essential Question: How can communication enhance my personal health?</p> | | | |
| <p>Performance Indicators:</p> | <p>Instructional Strategies and Resources:</p> | <p>Differentiation Strategies:</p> | <p>Assessment:</p> |
| <p>By the end of kindergarten, the student will:</p> <ul style="list-style-type: none"> --practice using words to communicate as a means of enhancing health. --describe characteristics of a responsible individual. --practice using words to identify emotions. --identify healthy ways to express needs, wants and feelings. --demonstrate caring and empathy for others. --demonstrate the ability to listen and speak in turn. | <ul style="list-style-type: none"> --instruction facilitates language development and appropriate expression. --classroom environment fosters and facilitates positive peer interactions. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation | <p>Teacher observation</p> |

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| <p>--list examples of conflict. --identify ways to deal with conflict. --engage in developing solutions to resolve conflicts and seek help when necessary.</p> | | | |
| <p>By the end of 1st grade, the student will: --identify and practice positive strategies for interacting with others to resolve conflicts. --identify and practice ways to assertively so NO in personal safety situations. --identify healthy ways to express needs, wants and feelings. --identify and demonstrate positive ways to show care, consideration and concern for self and others. --identify positive qualities in self and others. --identify communication strategies used to problem solve.</p> | <p>--instruction facilitates language development and appropriate expression. --classroom environment fosters and facilitates positive peer interactions.</p> | <p>--teacher modeling --teacher cues and mediation</p> | <p>Teacher observation</p> |
| <p>By the end of 2nd grade, the student will: --identify and practice positive strategies for interacting with others to resolve conflicts. --identify and practice ways to assertively so NO in personal safety situations. --identify and demonstrate positive ways to show care, consideration and concern for self and others. --identify positive qualities in self and others. --identify communication strategies used to problem solve.</p> | <p>--instruction facilitates language development and appropriate expression. --classroom environment fosters and facilitates positive peer interactions.</p> | <p>--teacher modeling --teacher cues and mediation</p> | <p>Teacher observation</p> |

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| <p>By the end of 3rd grade, the student will:</p> <ul style="list-style-type: none"> --identify and practice ways to assertively say NO in personal safety situation. --recognize and respect differences and similarities with the ways people think, act, learn, look and live. --analyze a variety of situations and identify and apply appropriate communication skills that show care and consideration for self and others. --demonstrate behaviors and describe feelings associated with positive actions for self and others (e.g., respect, care, responsibility). | <ul style="list-style-type: none"> --classroom discussions and scenarios. --classroom environment fosters and facilitates positive peer interactions. -connections to literature topics. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation --scaffolding --peer mediation/assistance | <p>Teacher observation Reading Comprehension Assessments</p> |
| <p>By the end of 4th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate characteristics needed to be a responsible individual within their group, school, family and community. --describe emotions and how they can affect an individual's behavior. --identify and demonstrate healthy ways to express needs, wants and feelings. --identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, | <ul style="list-style-type: none"> --classroom discussions and scenarios. --instruction emphasizes personal responsibility and good decision-making. --classroom environment fosters and facilitates positive peer interactions. -connections to literature topics. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation --scaffolding --peer mediation/assistance | <p>Teacher observation Reading Comprehension Assessments</p> |

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| <p>marital status, mental retardation, mental disorder and learning and/or physical disability.</p> <ul style="list-style-type: none"> --demonstrate active listening skills to build and maintain healthy relationships with peers and family members. --demonstrate avoidance and refusal skills to enhance health. --identify possible causes of conflict. --demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate. | | | |
| <p>By the end of 5th grade, the student will:</p> <ul style="list-style-type: none"> --peacefully and constructively express and resolve conflicts with or without adult supervision; express anger in constructive ways, reducing hostility, violence and vandalism. --express and practice conflict resolution skills that can prevent escalation. --demonstrate effective interpersonal skills (e.g., refusal skills, negotiation, assertiveness, self-talk, anger management, etc.). --identify and demonstrate actions that show sensitivity and respect toward others. --define/describe what behaviors communicate care, self-respect and respect for others and apply those behaviors to appropriate situations related to human growth | <ul style="list-style-type: none"> --classroom discussions and scenarios. --instruction emphasizes personal responsibility and good decision-making. --classroom environment fosters and facilitates positive peer interactions. --instruction in drug, alcohol and tobacco effects and avoidance. | <ul style="list-style-type: none"> --teacher modeling --teacher cues and mediation --scaffolding --peer mediation/assistance | <p>Teacher observation Drug Awareness/Resistance Training Assessments</p> |

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| <p>and development. --identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability. --identify and demonstrate communication strategies/skills used to avoid alcohol, tobacco and other drugs and access helping resources (e.g., assertiveness, refusal, problem solving, etc.).</p> | | | |
| <p>By the end of 6th grade, the student will: --peacefully and constructively express and resolve conflicts with or without adult supervision; express anger in constructive ways, reducing hostility, violence and vandalism. --express and practice conflict resolution skills that can prevent escalation. --demonstrate effective interpersonal skills (e.g., refusal skills, negotiation, assertiveness, self-talk, anger management, etc.). --identify and demonstrate actions that show sensitivity and respect toward others. --define/describe what behaviors</p> | <p>--classroom discussions and scenarios. --instruction emphasizes personal responsibility and good decision-making. --classroom environment fosters and facilitates positive peer interactions. --instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher modeling --teacher cues and mediation --scaffolding --peer mediation/assistance</p> | <p>Teacher observation Drug Awareness/Resistance Training Assessments Task-Specific Assessments</p> |

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| <p>communicate care, self-respect and respect for others and apply those behaviors to appropriate situations related to human growth and development.</p> <p>--identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.</p> <p>--identify and demonstrate communication strategies/skills used to avoid alcohol, tobacco and other drugs and access helping resources (e.g., assertiveness, refusal, problem solving, etc.).</p> <p>--identify and describe ways to build positive relationships that do not put individuals at risk for pregnancy, HIV/AIDS or STD's.</p> | | | |
| <p>By the end of 7th grade, the student will:</p> <p>--utilize resources and skills to resolve conflicts peacefully (e.g., peer mediation, support services).</p> <p>--apply assertive and refusal skills to situations involving pressure to abuse, discriminate or harass based on, but not limited to, race, color, sex, religion, national origin and sexual orientation.</p> <p>-examine situations that manifest</p> | <p>--classroom discussions and scenarios.</p> <p>--instruction emphasizes personal responsibility and good decision-making.</p> <p>--classroom environment fosters and facilitates positive peer interactions.</p> <p>--instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher modeling</p> <p>--teacher cues and mediation</p> <p>--scaffolding</p> <p>--peer mediation/assistance</p> | <p>Teacher observation</p> <p>Drug Awareness/Resistance Training Assessments</p> <p>Task-Specific Assessments</p> |

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| <p>different communication styles and their resulting outcomes in terms of treating oneself and others with care, concern and consideration.</p> <p>--identify and describe ways to build positive relationships that do not put individuals at risk for pregnancy, HIV/AIDS or STD's.</p> <p>--demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships.</p> | | | |
| <p>By the end of 8th grade, the student will:</p> <p>--apply effective verbal and nonverbal communication skills as a means of enhancing health.</p> <p>--use characteristics needed to be a responsible individual within their peer group, school, family and community.</p> <p>--identify ways in which emotions may affect communication, behavior and relationships.</p> <p>--compare and contrast healthy ways to express needs, wants and feelings.</p> <p>--demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.</p> <p>--use communication skills to build and maintain healthy</p> | <p>--classroom discussions and scenarios.</p> <p>--instruction emphasizes personal responsibility and good decision-making.</p> <p>--classroom environment fosters and facilitates positive peer interactions.</p> <p>--instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher modeling</p> <p>--teacher cues and mediation</p> <p>--scaffolding</p> <p>--peer mediation/assistance</p> | <p>Teacher observation</p> <p>Drug Awareness/Resistance Training Assessments</p> <p>Task-Specific Assessments</p> |

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| <p>relationships. --demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships. --examine the possible causes of conflict among youth in schools and communities. --demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate.</p> | | | |
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| Standard 6: Students demonstrate the ability to use decision-making skills and the goal-setting process to enhance health. | | | |
| Essential Question: How do I make good decisions to keep myself healthy? | | | |
| Performance Indicators: | Instructional Strategies and Resources: | Differentiation Strategies: | Assessment: |
| <p>By the end of kindergarten, the student will: --discuss choices that enhance health. --identify adults who can assist in making health-related decisions. --discuss reasons to make and results of making healthy choices. --define a healthy goal.</p> | <p>--class discussions and scenarios. --students identify individual goals.</p> | <p>--teacher cues/guidance --scaffolding</p> | <p>Teacher observation Kindergarten Healthy Goal Rubric</p> |
| <p>By the end of 1st grade, the student will: --discuss choices that enhance health. --identify adults who can assist in making health-related decisions. --discuss reasons to make and results of making healthy choices. --define a healthy goal.</p> | <p>--class discussions and scenarios. --students identify individual goals.</p> | <p>--teacher cues/guidance --scaffolding</p> | <p>Teacher observation 1st Grade Healthy Goal Rubric</p> |

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| <p>By the end of 2nd grade, the student will:</p> <ul style="list-style-type: none"> --identify choices that enhance health. --identify adults who can assist in making health-related decisions. --discuss reasons to make and results of making healthy choices. --define a healthy goal. | <ul style="list-style-type: none"> --class discussions and scenarios. --students identify individual goals. | <ul style="list-style-type: none"> --teacher cues/guidance --scaffolding | <p>Teacher observation 2nd Grade Healthy Goal Rubric</p> |
| <p>By the end of 3rd grade, the student will:</p> <ul style="list-style-type: none"> --identify choices that enhance and reduce health. --identify situations when health-related assistance is needed and identify appropriate adults who can provide such assistance. --discuss reasons to make and results of making healthy choices. --describe goal-setting and decision-making choices for healthy lifestyles. | <ul style="list-style-type: none"> --class discussions and scenarios. --instruction promotes individual goal-setting and monitoring of progress. | <ul style="list-style-type: none"> --teacher cues/guidance --scaffolding --individual goals/progress | <p>Teacher observation Student goal-setting and progress analysis throughout 3rd grade curriculum.</p> |
| <p>By the end of 4th grade, the student will:</p> <ul style="list-style-type: none"> --demonstrate the ability to apply a decision-making process to enhance health. --explain when to ask for assistance in making health-related decisions. --predict outcomes of positive health decision. --demonstrate the ability to apply the goal-setting process to enhance health. | <ul style="list-style-type: none"> --class discussions and scenarios. --instruction promotes individual goal-setting and monitoring of progress. | <ul style="list-style-type: none"> --teacher cues/guidance --scaffolding --individual goals/progress | <p>Teacher observation Student goal-setting and progress analysis throughout 4th grade curriculum.</p> |
| <p>By the end of 5th grade, the student will:</p> <ul style="list-style-type: none"> --practice skills necessary to avoid dangerous situations (e.g., | <ul style="list-style-type: none"> --class discussions and scenarios. --instruction promotes individual goal-setting and monitoring of progress. | <ul style="list-style-type: none"> --teacher cues/guidance --scaffolding --individual goals/progress | <p>Teacher observation Student goal-setting and progress analysis throughout 5th grade curriculum.</p> |

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| <p>decision-making, refusal skills). --practice decision-making, problem-solving and refusal skills in order to avoid use of alcohol, tobacco and other drugs. --demonstrate the ability to apply the goal-setting process to enhance health.</p> | <p>--instruction in drug, alcohol and tobacco effects and avoidance.</p> | | <p>Drug Awareness/Resistance Training Assessments</p> |
| <p>By the end of 6th grade, the student will: --practice skills necessary to avoid dangerous situations (e.g., decision-making, refusal skills). --practice decision-making, problem-solving and refusal skills in order to avoid use of alcohol, tobacco and other drugs. --identify and practice decision-making and refusal skills as they related to prevention of pregnancy, HIV/AIDS and STD's. --demonstrate the ability to apply the goal-setting process to enhance health.</p> | <p>--class discussions and scenarios. --instruction promotes individual goal-setting and monitoring of progress. --instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher cues/guidance --scaffolding --individual goals/progress</p> | <p>Teacher observation Student goal-setting and progress analysis Drug Awareness/Resistance Training Assessments Task-Specific Assessments</p> |
| <p>By the end of 7th grade, the student will: --use a decision-making process to enhance health. --identify adolescent health risks, situations and behaviors and apply the skills of decision-making, conflict resolution, refusal and goal setting to abstain from use of alcohol, tobacco and other drugs. --demonstrate the ability to apply the goal-setting process to enhance health. --examine and describe how parenthood and other</p> | <p>--class discussions and scenarios. --instruction promotes individual goal-setting and monitoring of progress. --instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher cues/guidance --scaffolding --individual goals/progress</p> | <p>Teacher observation Student goal-setting and progress analysis Drug Awareness/Resistance Training Assessments Task-Specific Assessments</p> |

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| <p>consequences of sex could negatively impact personal goals and healthy lifestyles.</p> | | | |
| <p>By the end of 8th grade, the student will: --use a decision-making process to enhance health. --describe and analyze how health-related decisions are influenced by using resources from family, school and community. --predict how decisions regarding health behaviors have consequences for themselves and others. --use the goal-setting process to enhance health.</p> | <p>--class discussions and scenarios. --instruction promotes individual goal-setting and monitoring of progress. --instruction in drug, alcohol and tobacco effects and avoidance.</p> | <p>--teacher cues/guidance --scaffolding --individual goals/progress</p> | <p>Teacher observation Student goal-setting and progress analysis Drug Awareness/Resistance Training Assessments Task-Specific Assessments</p> |