

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

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**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

KINDERGARTEN

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

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

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

**CPI Indicators – Strand A: Personal Growth & Development
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.1.2.A.1: Explain what being "well" means and identify self-care practices that support wellness.

2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Evidence of Understanding
Student will be able to: 2.1.2.A.1 ~Demonstrate good hygiene practices to improve and maintain personal health. <ul style="list-style-type: none"> - Hand washing technique - Teeth brushing - Independent toileting - Use of tissues 2.1.2.A.2 Use correct terminology in regards basic body (i.e., toes, feet, legs, knees, thighs, hips, shoulders, arms, fingers, elbows, neck, head, ears, eyes,...)

CPI Indicators – Strand B: Nutrition KINDERGARTEN
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.1.2.B.1: Explain why some foods are healthier to eat than others.
Evidence of Understanding
Student will be able to: 2.1.2.B.1: Identify healthy and unhealthy food choices.

CPI Indicators – Strand C: Disease and Health Conditions KINDERGARTEN
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.
Evidence of Understanding
Student will be able to: 2.1.2.C.2: Demonstrate preventative hygiene practices to reduce the spread of common diseases. <ul style="list-style-type: none"> - cover coughs/sneezes (elbow strategy) - hand washing/sanitizer rub - not sharing food, utensils, hats, combs

CPI Indicators – Strand D: Safety KINDERGARTEN
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
Evidence of Understanding
Student will be able to: 2.1.2.D.1 Explain & demonstrate asking for help: HOME: calling 911, and knowledge of personal information (name, address, phone number). SCHOOL: bus safety, fire safety, playground safety, classroom safety COMMUNITY: seatbelt safety, pedestrian safety, stranger safety

CPI Indicators – Strand E: Social and Emotional KINDERGARTEN	
Knowledge and Skills: (Say or Do, Tasks, Benchmarks)	
2.1.2.E.1 Identify basic social and emotional needs of all people.	
Evidence of Understanding	
Student will be able to:	
2.1.2.E.1 Identify various types of emotions (i.e., happy, sad, love, hate, etc...)	

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

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

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

**CPI Indicators – Strand A: Interpersonal Communication
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.A.1 Express needs, wants, and feelings, in health and safety related situations.

Evidence of Understanding

Student will be able to:

- 2.2.2.A.1 Identify healthy ways to express needs, wants, and feelings.
- raising hand to talk
 - using kind words vs. unkind words
 - taking turns when speaking
 - demonstrate appropriate sharing skills

**CPI Indicators – Strand B: Decision-Making and Goal Setting
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.

Evidence of Understanding

Student will be able to:

2.2.2.B.1: Explain what a decision is.

State when a person needs to make a decision.

Identify the difference between good decisions and bad decisions.

**CPI Indicators – Strand C: Character Development
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.C.2. Recognize the special qualities in one's self and others.

Evidence of Understanding

Student will be able to:

2.2.2.C.2. Identify and recognize what makes each of us unique

**CPI Indicators – Strand D: Advocacy and Service
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

Evidence of Understanding

Student will be able to:

2.2.2.D.1 Thoughtfully participate in a class or school service activity and discuss it's benefits to one's self and others.

**CPI Indicators – Strand E: Health Service and Communication
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.E.1 Determine where to access home, school, and community health professionals.

Evidence of Understanding

Student will be able to:

2.2.2.E.1 Identify community helpers/healthcare workers and explain how they assist us.

~Firefighter

~Police Officer

~Emergency Medical Technicians

~Nurses / Doctors / Medical Staff

~Specialized Health / Safety persons

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand A. Medicines**
- **Strand B. Alcohol, Tobacco, and other Drugs**
- **Strand C. Dependency/ Addition and Treatment**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.
C. What leads to drug addiction and dependency? How is it treated?	C. There are common indicators, stages, and influencing factors of chemical dependency. The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

**CPI Indicators – Strand A: Medicines
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.3.2.A.1 Explain what medicines are and when some types of medicines are used.

Evidence of Understanding

Student will be able to:

- 2.3.2.A.1. Describe a medicine and a person should use medicine.
Discuss the importance of asking an adult before taking any type of medicine.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

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

Essential Questions	Enduring Understandings
<p>A. What is a family and how are healthy relationships developed and maintained?</p> <p>B. What are the differences and similarities in genders and how do they change and mature toward becoming responsible adults?</p> <p>C. What factors influence a healthy developing unborn child? What challenges do parents face raising a child?</p>	<p>A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones.</p> <p>B. Gender-specific similarities and differences exist between males and females. However puberty and human sexuality helps to facilitate the physical, social and emotional transitions from childhood to adulthood.</p> <p>C. Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contributes to a greater understanding of how and why a healthy environment should be provided for the pregnant mother. Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</p>

**CPI Indicators – Strand A: Relationships
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

Evidence of Understanding

Student will be able to:

2.4.2.A.1. Identify different kinds of families and explain that families may differ for many reasons.

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
<p>A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</p> <p>B. How do strategies, cooperation, and teamwork effect movement activities?</p> <p>C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?</p>	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p> <p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p> <p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

**CPI Indicators – Strand A: Movement Skills and Concepts
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 Correct movement errors in response to feedback.

Evidence of Understanding

Student will be able to:

- 2.5.2.A.1 Perform basic movement skills with developmentally appropriate control.(locomotor nonlocomotor, and manipulative)
Use a basic movement vocabulary
- 2.5.2.A.2 Move in different directions demonstrating spatial awareness.
Distinguish and move in personal and general space at different levels, directions, and pathways safely.
- 2.5.2.A.3 Demonstrate the ability to move with the beat or rhythm.
- 2.5.2.A.4 Apply the necessary changes to movement as response to teacher comments.

**CPI Indicators – Strand C: Sportsmanship, Rules, and Safety
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Evidence of Understanding

Student will be able to:

- 2.5.2.C.1 Describe good sportsmanship and how to display good sportsmanship.
Demonstrate positive behaviors during participation
- 2.5.2.C.2 Apply classroom rules and procedures.
Follow basic activity and safety rules and explain why they are important.

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

- **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

**CPI Indicators – Strand A: Fitness and Physical Activity
KINDERGARTEN**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

Evidence of Understanding

Student will be able to:

2.6.2.A.1 Identify why regular physical activity contributes to a person's well-being.
Describe how the body feels after physical activity.

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1st Grade

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

- **Strand A. Personal Growth and Development**
- **Strand B. Nutrition**
- **Strand D. Safety**

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

**CPI Indicators – Strand A: Personal Growth & Development
1st Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.1.2.A.1: Explain what being "well" means and identify self-care practices that support wellness.

Evidence of Understanding
Student will be able to: 2.1.2.A.1 ~Demonstrate good hygiene practices to improve and maintain personal health. <ul style="list-style-type: none"> - Hand washing technique - Dental Hygiene - Bathroom etiquette - Discuss germs and their connection to illness - Reduce the spread of germs

CPI Indicators – Strand B: Nutrition 1st Grade
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.1.2.B.1: Explain why some foods are healthier to eat than others.
Evidence of Understanding
Student will be able to: 2.1.2.B.1. Identify healthy and unhealthy food choices. List foods that belong to each category of the “food plate”.

CPI Indicators – Strand D: Safety(Fire, bus, classroom, auto and Pedestrian, stranger, and outdoor safety) 1st Grade
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
Evidence of Understanding
Student will be able to: 2.1.2.D.1: Explain & demonstrate: HOME: asking for help calling 911, and knowledge of personal information (name, address, phone number). SCHOOL: bus safety, fire safety, outdoor(bike/traffic/pool) safety, classroom safety, COMMUNITY: seatbelt safety, pedestrian safety, stranger safety (CAP program)

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

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

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

CPI Indicators – Strand A: Interpersonal Communication
1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

Evidence of Understanding

Student will be able to:

2.2.2.A.1 Identify healthy ways to express needs, wants, and feelings.

raising hand to talk

~ using kind words vs. unkind words

~ taking turns when speaking

~demonstrate appropriate sharing skills

~demonstrate positive ways to show: care, consideration, & concern for others

CPI Indicators – Strand B: Decision-Making and Goal Setting
1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

2.2.2.B.2 Relate decision making by self and others to one's health (healthy life style & positive habits)

Evidence of Understanding

Student will be able to:

2.2.B.1 Identify the difference between good decisions and bad decisions.

2.2.B.2 Identify behaviors that promote a healthy lifestyle

~ bed time/rest time

~exercise

~food choices

~ overall time management

~safety vs. risk behaviors

CPI Indicators – Strand C: Character Development
1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.C.1. Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions in one's self and others.

Evidence of Understanding

Student will be able to:

2.2.2.C.1. Identify and demonstrate ways to show empathy, sympathy, and caring towards others.

CPI Indicators – Strand D: Advocacy and Service
1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.D.1 Determine the benefits for one's self and others of participating in a class or school service activity.

Evidence of Understanding

Student will be able to:

2.2.2.D.1 Thoughtfully participate in a class or school service activity and discuss it's benefits to one's self and others.

CPI Indicators – Strand E: Health Service and Communication
1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.D.1 Determine where to access home, school, and community health professionals.

Evidence of Understanding

Student will be able to:

2.2.2.E.1 Identify community helpers/healthcare workers and explain how they assist us.

~Firefighter

~Police Officer

~Emergency Medical Technicians

~Nurses / Doctors / Medical Staff

~Specialized Health / Safety persons

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand A. Medicines**
- **Strand B. Alcohol, Tobacco, and other Drugs**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

CPI Indicators – Strand A: Medicines
1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.2.A.1. Explain what medicines are and when some types of medicines are used.
2.3.2.A.2. Explain why medicines should be administered as directed.

Evidence of Understanding

Student will be able to:

- 2.3.2.A.1. Recognize the importance of asking an adult before taking any type of medicine.
2.3.2.A.2. Define medicines and how they can help or harm you.

CPI Indicators – Strand B: Alcohol, Tobacco, and other Drugs
1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.2.A.1. Identify ways that drugs can be abused.
2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

Integration of 2.2.2.B Decision Making

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
2.2.2.B.2 Relate decision making by self and others to one's health (healthy life style & positive habits)

Evidence of Understanding

Student will be able to:

- 2.3.B.1. Identify the harmful effects of alcohol, tobacco, and drugs on your body.
- 2.3.B.2. Discuss how tobacco smoke impacts the environment and the health of non-smokers.

Integration of 2.2.2.B Decision Making

- 2.2.B.1 Identify the difference between good decisions and bad decisions.
- 2.2B.2 Identify behaviors that promote a healthy lifestyle
 - ~ bed time/rest time
 - ~exercise and food choices
 - ~ overall time management
 - ~safety vs. risk behaviors

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- **Strand A. Relationships**

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

**CPI Indicators – Strand A: Relationships
1st Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.4.2.A.1 Compare and contrast different types of families and the roles & responsibilities of each family member.
2.4.2.A.2 Distinguish the roles and responsibilities of different family members.

Evidence of Understanding

Student will be able to:

- 2.4.A.1. Identify different types of families.
2.4.A.2. Discuss various rights and responsibilities of family members that contribute to the overall wellbeing of the family.

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
<p>A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</p> <p>B. How do strategies, cooperation, and teamwork effect movement activities?</p> <p>C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?</p>	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p> <p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p> <p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

CPI Indicators – Strand A: Movement Skills and Concepts 1st Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2.A.4 Correct movement errors in response to feedback.

Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.2.A.1 Perform and combine basic movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated practice. Demonstrate smooth transitions between sequential movement skills used in combinations. Define and use movement vocabulary to describe physical activity. Demonstrate control in traveling, weight bearing, and balance activities.</p> <p>2.5.2.A.2 Perform movement skills in personal and general space safely while changing time, force and flow at different levels, directions, ranges, and pathways Explain how changes in direction, pathways, and levels can alter movement. Change a movement skill in response to a changing environment, such as a partner, obstacle, smaller target, or larger space.</p> <p>2.5.2.A.3 Use different movements to different rhythms, tempo, beat, and musical style.</p> <p>2.5.2.A.4 Apply changes to correct errors in movement skills as response to teacher comments. Respond appropriately to verbal and visual cues during physical activity.</p>

CPI Indicators – Strand B: Strategy 1st Grade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.2 Explain the difference between offense and defense.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.2.B.1 Define cooperation, competition, and strategy. Identify cooperative strategies. Participate in cooperative and competitive activities.</p> <p>2.5.2.B.2 Define offense and defense. Differentiate between offense and defense.</p>

CPI Indicators – Strand C: Sportsmanship, Rules, and Safety 1st Grade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.2.C.1 Define good sportsmanship. Explain why good sportsmanship is important. Demonstrate good sportsmanship in physical activity.</p> <p>2.5.2.C.2 Identify and apply safety rules of the classroom. Follow and explain activity safety rules. Maintain a safe environment while participating if physical activity.</p>

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

- **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

**CPI Indicators – Strand A: Fitness and Physical Activity
1st Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Evidence of Understanding

Student will be able to:

- 2.6.2.A.1 Explain that too much or not enough exercise can be harmful.
2.6.2.A.2 Identify body responses associated with moderate to vigorous physical activity.(ie. Sweating, increased heart rate, and heavy breathing)
Describe how participation in regular physical activity contributes to wellness.
Engage in moderate to vigorous physical activity that develops all components of fitness in Physical Education class.

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

2ND Grade

Contributors:

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

- **Strand A. Personal Growth and Development**
- **Strand C. Disease and Health Conditions**
- **Strand D. Safety**
- **Strand E. Social and Emotional**

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

CPI Indicators – Strand A: Personal Growth & Development
2ND Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.1.2A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Integrating 2.2.2.B.3

Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Evidence of Understanding

Student will be able to:

2.1A.2 ~ identify the structure and function of major body systems

Discuss how each system is interrelated and rely upon each other to keep the body functioning.

Explain strategies to maintain healthy body systems

Intergrating 2.2.2.B.3

2.2.2.B.3 Discuss ways that parents, peers, technology, culture, and the media influence health decisions made by children.

2.2.2.B.4 Identify health goals.

Set a goal and explain reasons for setting the goal.

Describe ways to achieve the goal.

CPI Indicators – Strand C: Disease and Health Conditions 2ND Grade

2.1.2.C.1 Summarize symptoms of common diseases and health conditions.

2.1.2.C.3 Determine how personal feelings can affect one's wellness.

Intergrating 2.2.2.B.3

Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Evidence of Understanding

2.1.2.C.1 Recognize and explain how you can tell if a person is ill or has a health condition (i.e....diabetic, asthma) .

2.1.2.C.3 Identify mental and emotional wellness and how it affects your wellbeing.

Intergrating 2.2.2.B.3

2.2.2.B.3 Discuss ways that parents, peers, technology, culture, and the media influence health decisions made by children.

2.2.2.B.4 Identify health goals.

Set a goal and explain reasons for setting the goal.

Describe ways to achieve the goal.

CPI Indicators – Strand D: Safety
2ND Grade (Home, Auto/Pedestrian, Stranger and Bike/Skateboard/Rollerblade Safety)

- 2.1.2.D.2. ~ Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
 2.1.2.D.3 ~Identify procedures associated with pedestrian, bicycle, and traffic safety.

Integrating 2.2.2.B.3

Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.B.4 *Select a personal health goal and explain why setting a goal is important.*

Evidence of Understanding

- 2.1.2.D.2. ~ "C.A.P." program
 ~ Describe strategies that people may use to trick a child into going with them.
 ~ Explain ways to stay safe when approached by a stranger.
 2.1.2.D.3 ~Demonstrate safe behaviors as a pedestrian, bicyclist, or exposed to traffic situations.

Integrating 2.2.2.B.3

2.2.2.B.3 *Discuss ways that parents, peers, technology, culture, and the media influence health decisions made by children.*

2.2.2.B.4 *Identify health goals.*

Set a goal and explain reasons for setting the goal.

Describe ways to achieve the goal.

CPI Indicators – Strand E: Social and Emotional
2ND Grade

- 2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and solve them.
 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

Evidence of Understanding

- 2.1.2.E.2: Identify behaviors that lead to conflict and demonstrate/list appropriate ways to deal with conflict. (ie...name calling, not sharing, teasing, not taking turns,...)
 2.1.2.E.3 ~Identify behaviors that lead to conflict and demonstrate/list appropriate ways to deal with conflict. (i.e....name calling, not sharing, teasing, not taking turns,...)

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

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

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

CPI Indicators – Strand A: Interpersonal Communication
2ND Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.A.1 Express needs, wants, and feelings, in health and safety related situations.

Evidence of Understanding

Student will be able to:

2.2.2.A.1 Identify healthy ways to express needs, wants, and feelings.

~ raising hand to talk

~ using kind words vs. unkind words

~ taking turns when speaking

~ demonstrate appropriate sharing skills

~ demonstrate positive ways to show: care, consideration, & concern for others

CPI Indicators – Strand B: Decision-Making and Goal Setting 2 ND Grade	
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.	
Evidence of Understanding	
Student will be able to: 2.2.2.B.3 Discuss ways that parents, peers, technology, culture, and the media influence health decisions made by children. 2.2.2.B.4 Identify health goals. Set a goal and explain reasons for setting the goal. Describe ways to achieve the goal.	

CPI Indicators – Strand C: Character Development 2 ND Grade	
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.2.2.C.1. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions in one's self and others. 2.2.2.C.2. Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	
Evidence of Understanding	
Student will be able to: 2.2.2.C.1. Identify character traits. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts. 2.2.2.C.2. Discuss types of disabilities. Describe appropriate interaction with people with disabilities and demonstrate those behaviors in situations.	

CPI Indicators – Strand D: Advocacy and Service 2 ND Grade	
Knowledge and Skills: (Say or Do, Tasks, Benchmarks) 2.2.2.D.1 Determine the benefits for one's self and others of participating in a class or school service activity.	
Evidence of Understanding	
Student will be able to: 2.2.2.D.1 Thoughtfully participate in a class or school service activity and discuss it's benefits to one's self and others.	

CPI Indicators – Strand E: Health Service and Communication
2ND Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.2.E.1 Determine where to access home, school, and community health professionals.

Evidence of Understanding

Student will be able to:

2.2.2.E.1 Discuss how community helpers and healthcare workers contribute to personal and community wellness.

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand A. Medicines**
- **Strand B. Alcohol, Tobacco, and other Drugs**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

**CPI Indicators – Strand A: Medicines
2nd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.3.2.A.1. Explain what medicines are and when some types of medicines are used.

2.3.2.A.2. Explain why medicines should be administered as directed.

Intergrating 2.2.2.B.3

Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Evidence of Understanding

Student will be able to:

2.3.2.A.1 Define medicine.

Explain why people use medicine.

2.3.2.A.2. Discuss why it is important to use medicine as directed on the label.

Describe what may happen to a person if they do not follow the directions on the label.

Intergrating 2.2.2.B.3

2.2.2.B.3 Discuss ways that parents, peers, technology, culture, and the media influence health decisions made by children.

2.2.2.B.4 Identify health goals.

Set a goal and explain reasons for setting the goal.

Describe ways to achieve the goal.

CPI Indicators – Strand B: Alcohol, Tobacco, and other Drugs
2nd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.
- 2.3.2.B.4 Identify products that contain alcohol.
- 2.3.2.B.5 List substances that should never be inhaled and explain why.

Intergrating 2.2.2.B.3

Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Evidence of Understanding

Student will be able to:

- 2.3.2.B.3 Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
- 2.3.2.B.4 List beverages that contain alcohol and should not be consumed by minors.
- 2.3.2.B.5 Discuss what an inhalant is and how it is dangerous.

Intergrating 2.2.2.B.3

2.2.2.B.3 Discuss ways that parents, peers, technology, culture, and the media influence health decisions made by children.

2.2.2.B.4 Identify health goals.

Set a goal and explain reasons for setting the goal.

Describe ways to achieve the goal.

CPI Indicators – Strand C: Dependency/ Addiction and Treatment
2nd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

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

Intergrating 2.2.2.B.3

Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Evidence of Understanding

Student will be able to:

2.3.2.C.1 Describe the effects of the use of alcohol, tobacco, and other drugs.

Discuss reason why some people have difficulty controlling the use of alcohol, tobacco, and other drugs.

2.3.2.C.2 Discuss where a person may get help for someone who is a victim of abuse.

Intergrating 2.2.2.B.3

2.2.2.B.3 Discuss ways that parents, peers, technology, culture, and the media influence health decisions made by children.

2.2.2.B.4 Identify health goals.

Set a goal and explain reasons for setting the goal.

Describe ways to achieve the goal.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- **Strand A. Relationships**

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

**CPI Indicators – Strand A: Relationships
2nd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.2.A.3 Determine the factors that contribute to healthy relationships.

Evidence of Understanding

Student will be able to:

2.4.2.A.3 Define friendship and explain that friends are important throughout life.
Identify characteristics of a good friend.
Demonstrate ways of being good friend.

**CPI Indicators – Strand B: Sexuality
2nd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

Evidence of Understanding

Student will be able to:

2.4.2.B.1 Describe ways males and females are different and ways they are the same.

**CPI Indicators – Strand C: Pregnancy and Parenting
2nd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.

Evidence of Understanding

Student will be able to:

2.4.2.C.1 Explain how a mother's health and actions effects the health of the unborn child.
(ie. tobacco, alcohol, fitness, environment..)

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
<p>A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</p> <p>B. How do strategies, cooperation, and teamwork effect movement activities?</p> <p>C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?</p>	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p> <p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p> <p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

CPI Indicators – Strand A: Movement Skills and Concepts
2nd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 Correct movement errors in response to feedback.

Evidence of Understanding

Student will be able to:

- 2.5.2.A.1 Perform movement skills(locomotor, nonlocomotor, and manipulative skills) in isolated and applied settings.
 - Demonstrate mature motor patterns in simple combinations.
 - Identify important elements of basic movement patterns.
 - Define and use movement vocabulary to describe physical activity.
- 2.5.2.A.2 Exhibit the ability to adapt and adjust movement skills to the change in force, flow, energy or range(extension) of movement skills. (eg. Tossing a ball to a moving partner)
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
 - Demonstrate the use of creative movement in response to music.
- 2.5.2.A.4 Use feedback from teacher and peers to correct movement errors and improve performance.

CPI Indicators – Strand B: Strategy
2nd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2 Explain the difference between offense and defense.
- 2.5.2.B.3 Determine how attitude impacts physical performance.
- 2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

Evidence of Understanding

Student will be able to:

- 2.5.2.B.4 Explain the difference between cooperative activity and competitive activity.
 - Participate in cooperative and competitive activities demonstrating strategies for each.
- 2.5.2.B.2 Demonstrate offensive and defensive play.
- 2.5.2.B.3 Discuss how attitude effects performance.
- 2.5.2.B.4 Describe how working to together as a team enables a team to be successful.
 - Participate in physical activity that rely on team members to succeed.

CPI Indicators – Strand C: Sportsmanship, Rules, and Safety
2nd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Evidence of Understanding

Student will be able to:

2.5.2.C.1 Demonstrate good sportsmanship in physical activity.

Resolve conflicts in socially acceptable ways.

2.5.2.C.2 Apply rules, procedures, and safe practices during physical activity.

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

- **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

CPI Indicators – Strand A: Fitness and Physical Activity
2nd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

Evidence of Understanding

Student will be able to:

- 2.6.2.A.1 Describe positive reasons for engaging in regular physical activity and what the advantages are to personal health.
 2.6.2.A.2 Identify the components of health-related fitness.
 Identify at least one activity that develops each component.
 Participate in activities to develop components of fitness.
 2.6.2.A.3 Define a fitness goal.
 Discuss ways to determine and attain a fitness goal.
 Set a fitness goal and monitor progress on the goal.
 Engage in physical activity to attain the fitness goal.

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

3rd Grade

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

- **Strand B. Nutrition**
- **Strand D. Safety**

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

**CPI Indicators – Strand B: Nutrition
3rd Grade**

Knowledge and Skills (Say or Do, Tasks, Benchmarks)

- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.
- 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.1.4.B.4 Interpret food product labels based on nutritional content.

***- Integration 2.24 Decision Making**

- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.

Evidence of Understanding

Student will be able to:

- 2.1.4.B.1 Discuss how and what types of foods provide energy.
Recognize how healthy eating assists in maintaining a healthy weight.
- 2.1.4.B.2 List the important nutrients
Describe energy sources for the body.
Explain why your body needs water, vitamins, and minerals.
Compare healthy and unhealthy eating and the consequences on the body systems.
- 2.1.4.B.3 Identify and show a healthy meal using portion control.
- 2.1.4.B.4 Explain where to locate and how to read a food label.
Read and compare nutritional labels on foods.

Integration 2.2.4 Decision Making

- 2.2.4.B.1 *Identify the steps of a decision-making process.
Describe the difference between a responsible decision and a wrong decision.
List and apply the steps to making a responsible decision as it pertains to a specific health issue
(i.e., Nutrition, drug use, peer pressure, etc.)*
- 2.2.4.B.2 *Discuss situations when a person should ask for help when making decisions.*
- 2.2.4.B.3 *Discuss how and why people are influenced when making decisions (peer, family, media etc.)*
- 2.2.4.B.4 *Describe the difference between long term and short term goals.
Discuss what it means to develop obtainable, realistic goals.
Set an obtainable, realistic goal and track progress*

CPI Indicators – Strand D: Safety 3rd Grade

Knowledge and Skills:

- 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (ie., Home safety, poison safety, playground safety stranger safety and accident prevention).
- 2.1.4.D.2 Summarize the various forms of abuse and ways to get help.
- 2.1.D.4.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

***- Integration 2.24 Decision Making**

- 2.2.4.B.1 *Use the decision-making process when addressing health-related issues.*
- 2.2.4.B.2 *Differentiate between situations when a health-related decision should be made independently or with the help of others.*
- 2.2.4.B.3 *Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.*
- 2.2.4.B.4 *Develop a personal health goal and track progress.*

Evidence of Understanding

Student will be able to:

2.1.4.D.1 (3) List safety rules to prevent injuries and unintentional injuries (ie:, Stranger, poison safety, accident prevention, when traveling in vehicles, as a pedestrian, and when using other modes of transportation. etc.).

2.1.D.4.3 Discuss the consequences of unsafe behaviors.

Identify safety plans to follow incase of incidence (e.g., fire, lost child, earthquake, etc.)

2.1.4.D.2 list forms of abuse.

Identify where a person my go to get help for someone who is a victim of abuse.

Integration 2.2.4 Decision Making

2.2.4.B.1 *Identify the steps of a decision-making process.*

Describe the difference between a responsible decision and a wrong decision.

List and apply the steps to making a responsible decision as it pertains to a specific health issue

(i.e., Nutrition, drug use, peer pressure, etc.)

2.2.4.B.2 *Discuss situations when a person should ask for help when making decisions.*

2.2.4.B.3 *Discuss how and why people are influenced when making decisions (peer, family, media etc.)*

2.2.4.B.4 *Describe the difference between long term and short term goals.*

Discuss what it means to develop obtainable, realistic goals.

Set an obtainable, realistic goal and track progress

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

- **Strand A. Interpersonal Communication**
- **Strand B. Decision-making and Goal Setting**
- **Strand D. Advocacy and Service**

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

CPI Indicators – Strand A: Interpersonal Communication
3rd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

Evidence of Understanding

Student will be able to:

- 2.2.4.A.1 Demonstrate effective communication skills.
 Demonstrate effective listening skills.
 Demonstrate "I" messages
- 2.2.4.A.2 Describe how to effectively respond to disagreement or conflict and how to avoid negative consequences.

CPI Indicators – Strand B: Decision-Making and Goal Setting
THIRD and FOURTH GRADE – Integrated

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.

Evidence of Understanding

Student will be able to:

- 2.2.4.B.1 Identify the steps of a decision-making process.
 - Describe the difference between a responsible decision and a wrong decision.
 - List and apply the steps to making a responsible decision as it pertains to a specific health issue (i.e., Nutrition, drug use, peer pressure, etc.)
- 2.2.4.B.2 Discuss situations when a person should ask for help when making decisions.
- 2.2.4.B.3 Discuss how and why people are influenced when making decisions (peer, family, media etc.)
- 2.2.4.B.4 Describe the difference between long term and short term goals.
 - Discuss what it means to develop obtainable, realistic goals.
 - Set an obtainable, realistic goal and track progress

CPI Indicators – Strand D: Advocacy and Service
3rd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

Evidence of Understanding

Student will be able to:

- 2.2.4.D. Thoughtfully participate in a class or school service activity and discuss it's benefits to one's self and others.

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand A. Medicines**
- **Strand B. Alcohol, Tobacco, and other Drugs**
- **Strand C. Dependency/Addiction & Treatment**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

**CPI Indicators – Strand A: Medicines
3rd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.
 2.3.4.A.2 Determine possible side effects of common types of medicines.
 2.3.4.C.2 Differentiate between drug use, abuse, and misuse.

Evidence of Understanding

Student will be able to:

- 2.3.4.A.1 List safety rules for taking prescription drugs
 Name safety rules for taking over-the-counter medicines.
 2.3.4.A.2 interpret information on a drug label.
 Identify what a side effect is
 2.3.4.C.2 Discuss the difference between drug misuse and abuse

Integration 2.2.4 Decision Making

- 2.2.4.B.1 *Identify the steps of a decision-making process.
 Describe the difference between a responsible decision and a wrong decision.
 List and apply the steps to making a responsible decision as it pertains to a specific health issue
 (i.e., Nutrition, drug use, peer pressure, etc.)*
 2.2.4.B.2 *Discuss situations when a person should ask for help when making decisions.*
 2.2.4.B.3 *Discuss how and why people are influenced when making decisions (peer, family, media etc.)*
 2.2.4.B.4 *Describe the difference between long term and short term goals.
 Discuss what it means to develop obtainable, realistic goals.
 Set an obtainable, realistic goal and track progress*

CPI Indicators – Tobacco
3rd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem
- 2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

**- Integration 2.24 Decision Making*

- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.*
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.*
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.*
- 2.2.4.B.4 Develop a personal health goal and track progress.*

Evidence of Understanding

Student will be able to:

- 2.3.4.B.2 List ways tobacco harms health
List reasons to say "NO" to tobacco use.
- 2.3.4.B.3 Explain why second hand smoke harms health
- 2.3.4.C.1 Discuss how a person can tell if they are addicted to tobacco use.
Describe how to quit tobacco use.
- 2.3.4.B.5 Discuss what an inhalant is and how it is dangerous .

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- **Strand A. Relationships**

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

**CPI Indicators – Strand A: Relationships
3rd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.

Evidence of Understanding

Student will be able to:

- 2.4.4.A.1 Explain the importance of being close to family members.
Describe how family affects health.
2.4.4.A.2 Discuss ways families and individuals meet basic human needs and the consequences that may occur if these needs are not met.
Identify how families are different due to culture, structure and environment.

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
<p>A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</p> <p>B. How do strategies, cooperation, and teamwork effect movement activities?</p> <p>C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?</p>	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p> <p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p> <p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

CPI Indicators – Strand A: Movement and Skills Concepts **3rd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Evidence of Understanding

Student will be able to:

2.5.4.A.1 Describe how to correctly perform a movement skill as it pertains to a lead up game or activity.

Demonstrate a mechanically correct movement skill in an isolated setting (i.e., skill practice).

Identify the proper sequence of the elements of a movement skill.

Evaluate a movement skill and make appropriate corrections.

Perform a movement skill in a lead up game or activity (i.e., games, sports, dance, and recreational activities)

2.5.4.A.2

Demonstrate temporal awareness (Judging distance and time, estimate how fast objects travel—

and coordinate their movements with the speed of an object).

Demonstrate with accuracy and safety: control of movement, Balance, Coordination, Visual

Tracking, body positioning as it pertains to others, moving and stationary objects.

2.5.4.A.3

Identify appropriate movement sequences as it pertains to: tempo, rhythm, musical styles and

flow in isolated and applied activity settings.

Demonstrate with accuracy and safety appropriate movement sequences as it pertains to:

tempo, rhythm, musical styles and flow in isolated and applied activity settings

CPI Indicators – Strand B: Strategy 3rd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

Evidence of Understanding

Student will be able to:

2.5.4.B.1 Identify what a strategy is.

Define offense and defense and how it relates to game play.

Discuss simple methods of strategy (e.g., player positioning, faking, dodging, creating open areas, and defending space).

Apply simple methods of strategy appropriately during lead up games and activities.

2.5.4.B.2 Demonstrate strategies that assist team members to accomplish tasks.

Express positive feedback and comments to team members and others at all times.

CPI Indicators – Strand C: Sportsmanship, Rules and Safety
3rd Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Evidence of Understanding

Student will be able to:

2.5.4.C.1 List the characteristics of a good sport as both spectator and player.
Explain how you can be a good sport.
Display appropriate behavior as both a player and an observer.

2.5.4.C.2
Identify ways to stay safe when you exercise, play games and sports.
Identify specific game and activity rules.
Follow all game and activity rules.
Prevent injuries during physical activity at all times.
Discuss the importance of rules and how they relate to the game/activity.
Explain how rules contribute to the safety of all players and spectators.

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

• **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

**CPI Indicators – Strand A: Fitness and Physical Activity
3rd Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Understanding

Student will be able to:

2.6.4.A.1 Explain the importance regular daily physical activity has on the body mind and spirit. Discuss the benefits physical activity has on a person's immediate and distant future.

2.6.4.A.2 Identify the components of Health related fitness (*Body composition, Flexibility, Cardio-respiratory endurance, Muscle strength, and Muscle endurance*) and Skill related fitness (*Agility, Balance, Coordination, Power, Reaction time and Speed*).

Actively engage in all physical education class activities.

2.6.4.A.3 Explain the importance of taking responsibility for developing and maintaining a healthy personal fitness goal.

2.6.4.A.4 Identify factors that influence personal fitness (heredity, training, diet, and technology). Discuss how a person's fitness may be influenced by heredity, training, diet, and technology.

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

4th Grade

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

- **Strand A. Personal Growth and Development**
- **Strand C. Disease and Health Conditions**
- **Strand E. Social and Emotional**

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

**CPI Indicators – Strand A: Personal Growth & Development
4th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.4.A.1: Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

Evidence of Understanding

Student will be able to:

- 2.1.4.A.1: Define what physical health is.
- Define what mental and emotions health is.
- Define what social and family health is.
- Discuss all three components of health and explain how they relate to a person's wellness.
- 2.1.4.A.2 Explain how total health reduces healthy risks
- Identify ways to improve health and wellness
- Describe the importance of practicing healthful behaviors

CPI Indicators – Strand C: Disease and Health Conditions 4th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.4.C.1 Explain how most diseases and health conditions are preventable.
- 2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
- 2.1.4.C.3 Explain how mental health impacts one's wellness.

Integration 2.2.4 Decision Making

- 2.2.4.B.1 *Use the decision-making process when addressing health-related issues.*
- 2.2.4.B.2 *Differentiate between situations when a health-related decision should be made independently or with the help of others.*
- 2.2.4.B.3 *Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.*
- 2.2.4.B.4 *Develop a personal health goal and track progress.*

Evidence of Understanding

Student will be able to:

- 2.1.4.C.1 List kinds of pathogens that cause disease and illness
- Name ways that pathogens enter the body
- 2.1.4.C.2 Describe habits that keep germs from spreading
- 2.1.4.C.3 Discuss how poor emotional health can weaken a person's immune system making it more likely
- to get colds and other infections.

Integration 2.2.4 Decision Making

- 2.2.4.B.1 *Identify the steps of a decision-making process.*
Describe the difference between a responsible decision and a wrong decision.
List and apply the steps to making a responsible decision as it pertains to a specific health issue
(i.e., Nutrition, drug use, peer pressure, etc.)
- 2.2.4.B.2 *Discuss situations when a person should ask for help when making decisions.*
- 2.2.4.B.3 *Discuss how and why people are influenced when making decisions (peer, family, media etc.)*
- 2.2.4.B.4 *Describe the difference between long term and short term goals.*
Discuss what it means to develop obtainable, realistic goals. *Set an*
obtainable, realistic goal and track progress

**CPI Indicators – Strand E: Social and Emotional
4th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.1.4.E.1: Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

Evidence of Understanding

Student will be able to:

2.1.4.E.1: Identify basic human needs.

Discuss ways families and individuals meet basic human needs and the consequences that may occur if these needs are not met.

2.1.4.E.2 Identify harmful/hurtful behaviors such as violence, harassment, gang violence, discrimination, and bullying.

Demonstrate resistance skills

Identify who/where to go to for help.

2.1.4.E.3 Define what it means to cope

Explain how people adjust to change

Discuss strategies and methods a person may use to help them cope with change (loss, rejection and separation).

2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

Discuss stressors.

List ways stress may affect a person.

Identify methods and strategies a person may use to de-compress

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

- **Strand B. Decision-making and Goal Setting**
- **Strand C. Character Development**
- **Strand E. Health Service and Information**

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

CPI Indicators – Strand B: Decision-Making and Goal Setting
3rd and 4th Grade – Integrated

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.

Evidence of Understanding

Student will be able to:

- 2.2.4.B.1 Identify the steps of a decision-making process.
 - Describe the difference between a responsible decision and a wrong decision.
 - List and apply the steps to making a responsible decision as it pertains to a specific health issue (i.e., Nutrition, drug use, peer pressure, etc.)
- 2.2.4.B.2 Discuss situations when a person should ask for help when making decisions.
- 2.2.4.B.3 Discuss how and why people are influenced when making decisions (peer, family, media etc.)
- 2.2.4.B.4 Describe the difference between long term and short term goals.
 - Discuss what it means to develop obtainable, realistic goals.
 - Set an obtainable, realistic goal and track progress.

CPI Indicators – Strand C: Character Development 4th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Evidence of Understanding

Student will be able to:

- 2.2.4.C.1 Describe a healthy personality
 - Identify six parts to good character
- 2.2.4.C.2 Tell what core ethical values are respect, empathy, civic mindedness, and good citizenship)
 - Discuss the effects of applying healthful core ethical values have people's lives.
- 2.2.4.C.3 Identify what it means to have a disability.
 - Discuss the effects of a person's attitude and behavior toward people with disabilities.

CPI Indicators – Strand E: Health Service and Communication FOURTH GRADE

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.

Evidence of Understanding
<p>Student will be able to:</p> <p>2.2.4.E.1 List places where health helpers work in the community List health careers that benefit the community Identify who provides health care in your home and at school Explain why a person may seek help at a mental health center or community agency.</p> <p>2.2.4.E.2 Discuss the steps a person may take when seeking help for a health related problem.</p>

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand B. Alcohol, Tobacco, and other Drugs**
- **Strand C. Dependency/Addiction & Treatment**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

CPI Indicators – Alcohol, Tobacco, and other Drugs 4th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences
- 2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Integration 2.2.4 Decision Making

- 2.2.4.B.1 *Use the decision-making process when addressing health-related issues.*
- 2.2.4.B.2 *Differentiate between situations when a health-related decision should be made independently or with the help of others.*
- 2.2.4.B.3 *Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.*
- 2.2.4.B.4 *Develop a personal health goal and track progress.*

Evidence of Understanding

Student will be able to:

- 2.3.4.B.1 Discuss the law as it pertains to Alcohol use and possession and use of certain drugs.
Identify the consequences when these laws are broken.
- 2.3.4.B.4 Describe ways that alcohol harms physical health, mental and emotional health, and family and social health.
- 2.3.4.C.1 Discuss how a person can tell if they are addicted to alcohol use.
Describe types of help available to someone who has a drinking problem, and their family.
- 2.3.4.C.3 Identify how to check out media messages and their influence on children
Discuss ways peer pressure and environmental factors influences teens to use alcohol
List reasons to say no to alcohol use

Integration 2.2.4 Decision Making

- 2.2.4.B.1 *Identify the steps of a decision-making process.
Describe the difference between a responsible decision and a wrong decision.
List and apply the steps to making a responsible decision as it pertains to a specific health issue
(i.e., Nutrition, drug use, peer pressure, etc.)*
- 2.2.4.B.2 *Discuss situations when a person should ask for help when making decisions.*
- 2.2.4.B.3 *Discuss how and why people are influenced when making decisions (peer, family, media etc.)*
- 2.2.4.B.4 *Describe the difference between long term and short term goals.
Discuss what it means to develop obtainable, realistic goals.
Set an obtainable, realistic goal and track progress*

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

• **Strand B. Sexuality**

(4th Grade)

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

**CPI Indicators – Strand B: Sexuality
4th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

Evidence of Understanding

Student will be able to:

2.4.4.B.1 Describe the changes that occur during adolescence (puberty).
 Explain the role of the pituitary gland.
 Understanding the structure and function of the reproductive systems.

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
<p>A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</p> <p>B. How do strategies, cooperation, and teamwork effect movement activities?</p> <p>C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?</p>	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p> <p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p> <p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

CPI Indicators – Strand A: Movement and Skills Concepts
4th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Evidence of Understanding	
Student will be able to:	
2.5.4.A.1	Describe how to correctly perform a movement skill as it pertains to a lead up game or activity. Demonstrate a mechanically correct movement skill in an isolated setting (i.e., skill practice). Identify the proper sequence of the elements of a movement skill. Evaluate a movement skill and make appropriate corrections. Perform a mechanically correct movement skill in a lead up game or activity (i.e., games, sports, dance, and recreational activities)
2.5.4.A.2	Demonstrate temporal awareness (Judging distance and time, estimate how fast objects travel— and coordinate their movements with the speed of an object). Demonstrate with accuracy and safety: control of movement, Balance, Coordination, Visual Tracking, body positioning as it pertains to others, moving and stationary objects.
2.5.4.A.3	Identify appropriate movement sequences as it pertains to: tempo, rhythm, musical styles and flow in isolated and applied activity settings. Demonstrate with accuracy and safety appropriate movement sequences as it pertains to: tempo, rhythm, musical styles and flow in isolated and applied activity settings.

CPI Indicators – Strand B: Strategy 4th Grade	
Knowledge and Skills: (Say or Do, Tasks, Benchmarks)	
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
Evidence of Understanding	
Student will be able to:	
2.5.4.B.1	Identify what a strategy is. Define offense and defense and how it relates to game play. Discuss simple methods of strategy (e.g., player positioning, faking, dodging, creating open areas, and defending space). Apply simple methods of strategy appropriately during lead up games and activities.
2.5.4.B.2	Demonstrate strategies that assist team members to accomplish tasks. Express positive feedback and comments to team members and others at all times.

CPI Indicators – Strand C: Sportsmanship, Rules and Safety
4th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Evidence of Understanding

Student will be able to:

- 2.5.4.C.1 List the characteristics of a good sport as both spectator and player.
Explain how you can be a good sport.
Display appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Identify ways to stay safe when you exercise, play games and sports.
Identify specific game and activity rules.
Follow all game and activity rules.
Prevent injuries during physical activity at all times.
Discuss the importance of rules and how they relate to the game/activity.
Explain how rules contribute to the safety of all players and spectators.

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

• **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

**CPI Indicators – Strand A: Fitness and Physical Activity
4th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Evidence of Understanding

Student will be able to:

- 2.6.4.A.1 Explain the importance regular daily physical activity has on the body mind and spirit.
Discuss the benefits physical activity has on a person's immediate and distant future.
- 2.6.4.A.2 Identify the components of Health related fitness (*Body composition, Flexibility, Cardio-respiratory endurance, Muscle strength, and Muscle endurance*) and Skill related fitness (*Agility, Balance, Coordination, Power, Reaction time and Speed*).
Actively engage in all physical education class activities.
- 2.6.4.A.3 Explain the importance of taking responsibility for developing and maintaining a healthy personal fitness goal. Evaluate their own personal health related fitness.
Identify a personal health related fitness goal. Apply achievement strategy
Reflect on individual progress and consider warranted changes.
- 2.6.4.A.4 Identify factors that influence personal fitness (heredity, training, diet, and technology). Discuss how a person's fitness may be influenced by heredity, training, diet, and technology.

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

5th Grade

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

- **Strand A. Personal Growth and Development**
- **Strand C. Disease and Health Conditions**
- **Strand D. Safety**

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

**CPI Indicators – Strand A: Personal Growth & Development
5TH Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.6. A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6. A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6. A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

**- Integration 2.26 Decision Making*

2.2.6. B.1 Use effective decision-making strategies.

2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others

Evidence of Understanding
<p>Student will be able to:</p> <p>2.1.6. A.1 Identify ways of collecting health data. Describe the four steps in analyzing a person's health: Identify people and things that can influence your health. Evaluate how these people and things can influence your health. Choose healthful influences. And, Protect yourself against harmful influences. Analyze health data and draw conclusion as it pertains to a person's health.</p> <p>2.1.6.A.2 List factors that have an influence on a person's wellness Describe positive and negative short and long term effects these factors have on one's health</p> <p>2.1.6.A.3 Discuss ways to evaluate health care products Recognize how advertisers can influence you. List ways to recognize influences on consumer choices.</p>
<p><i>*- Integration 2.26 Decision Making</i></p> <p>2.2.6. B.1 Identify the steps to a decision making process.</p> <p>2.2.6. B.1 Demonstrate a decision making process as it pertains to a specific health issue.(nutrition, drugs,safety, family life, etc.)</p> <p>2.2.6. B.2 Discuss reasons why each decision does not always work and how to use an alternative choice.</p>

CPI Indicators – Strand C: Disease and Health Conditions 5 TH Grade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.1.6. C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</p> <p>2.1.6. C.2 Determine the impact of public health strategies in preventing diseases and health conditions.</p> <p>2.1.6. C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p><i>*- Integration 2.26 Decision Making</i></p> <p>2.2.6. B.1 Use effective decision-making strategies.</p> <p>2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.1.6. C.1 Identify health conditions of young adults. List preventive measures a person can use to avoid disease and health conditions</p> <p>2.1.6. C.2 Discuss current public health care strategies (i.e.: media campaigns, educational workshops, vaccines campaigns, etc.)</p> <p>2.1.6.C.3 Identify the symptoms of common mental illnesses. Discuss where a person may receive assistance with treatment for mental illness.</p>

CPI Indicators – Strand D: Safety
5TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.6. D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6. D.2 Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system
- 2.1.6. D.4 Assess when to use basic first-aid procedures.

**- Integration 2.26 Decision Making*

- 2.2.6. B.1 Use effective decision-making strategies.*
- 2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.*

Evidence of Understanding

Student will be able to:

- 2.1.6.D.1 List safety rules to prevent injuries and unintentional injuries (ie., Bike/Skate Boarding/ATV, Outdoor safety: swim, boat, hiking etc., and accident prevention, and when traveling in vehicles, as a pedestrian, and when using other modes of transportation. etc.). Discuss the consequences of unsafe behaviors as it pertains to Bike/Skate Boarding/ATV, Outdoor safety: swim, boat, hiking etc. .
- Identify safety plans to follow in case of incidence as it pertains to safety unit
- 2.1.6.D.2 list forms of abuse.
- Identify where a person may go to get help for someone who is a victim of abuse.
- 2.1.6. D.4 Assess when to use basic first-aid procedures.
- 2.1.6. D.4 Discuss what to do in case of injuries, who to call and when to use basic first-aid procedures.

***- Integration 2.26 Decision Making**

- 2.2.6. B.1 Use effective decision-making strategies.*
- 2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others*

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

- **Strand A. Interpersonal Communication**
- **Strand B. Decision-making and Goal Setting**
- **Strand D. Advocacy and Service**

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

**CPI Indicators – Strand A: Interpersonal Communication
5TH Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.6. A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6. A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Evidence of Understanding

Student will be able to:

2.2.6. A.1 Describe types of verbal and nonverbal communication as you interact with others.

2.2.6. A.2 Identify situations when to use appropriate refusal, negotiation, and assertiveness skills in different situations.

Demonstrate the use of appropriate skill for the situation.

CPI Indicators – Strand B: Decision-Making and Goal Setting
5TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.6. B.1 Use effective decision-making strategies.

2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

Evidence of Understanding

Student will be able to:

2.2.6. B.1 Identify the steps to a decision making process.

2.2.6. B.1 Demonstrate a decision making process as it pertains to a specific health issue.(nutrition, drugs,safety, family life, etc.)

2.2.6. B.2 Discuss reasons why each decision does not always work and how to use an alternative choice.

CPI Indicators – Strand D: Advocacy and Service
5TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.6. D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

Evidence of Understanding

2.2.6. D.1 Recognize the benefits of a service organization and decide which organizations are worthy of volunteers.

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand A. Medicines**
- **Strand B. Alcohol, Tobacco, and other Drugs**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

CPI Indicators – Strand A: Medicines
5TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.3.6. A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

2.3.6. A.2. Compare information found on over-the-counter and prescription medicines.

**- Integration 2.26 Decision Making*

2.2.6. B.1 *Use effective decision-making strategies.*

2.2.6. B.2 *Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.*

Evidence of Understanding

Student will be able to:

2.3.6. A.1 Identify common over-the-counter and prescription medicine.

Describe why it is important to know why these medicine need to be taken properly.

2.3.6. A.2. Read and understand a drug label.

Explain how over the counter and prescription medicines are different.

2.2.6. B.1 *Identify the steps to a decision making process.*

2.2.6. B.1 *Demonstrate a decision making process as it pertains to a specific health issue.(nutrition, drugs, safety, family life, etc.)*

2.2.6. B.2 *Discuss reasons why each decision does not always work and how to use an alternative choice*

**D.A.R.E.
5TH Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

Evidence of Understanding

Student will be able to:

Lesson 5: The Real Truth

- Students will review the D.A.R.E. Decision-Making Model by applying it to authentic personal situations.

- Students will recognize and describe the powerful effects of alcohol advertising by viewing a video and discussing the impact of alcohol advertising ploys.
- Students will identify harmful effects of inhalants on the body through questions and answers.
- Teams of students will brainstorm and list in a relay race the health risks in using drugs such as tobacco, alcohol, marijuana, and inhalants.
- Teams of students will brainstorm and list in a relay race and healthy things to do with friends that do not involve the use of tobacco, alcohol, marijuana, or inhalants.
- Students will write a personal reflection in response to the lesson.

Lesson 6: Friendship Foundations

- Students will discuss recently observed advertisements and how the concept of friends was used in the ads.
- Students will describe qualities of positive friendships.
- Students will identify personal social support networks by starring specific resources.
- Students will identify types of peer pressure, and effective refusal responses in a written situation.
- Students will apply the D.A.R.E. Decision-Making Model in written peer pressure situations.
- Students will write a personal reflection in response to the lesson.

Lesson 7: Putting it Together

- Students will discuss recent personal peer pressure situation, and how they responded.
- Students will demonstrate confident response styles in using “way to be in charge” through role-play.
- Students will apply the D.A.R.E. Decision-Making Model process by analyses of confident responses to the role-play situations.
- Students will write a personal reflection in response to the lesson.

Lesson 8:**Personal Action**

- Students will discuss recent personal examples of how they responded Confidently and Responsibly in situations.
- Students will identify internal sources of personal pressure by group analyses and discussion.
- Students will develop a plan of action to make healthy and wise decisions about alcohol, tobacco, and other drugs in the D.A.R.E. Report.
- Students will write a personal reflection in response to the lesson.

Lesson 9**Practice! Practice! Practice!**

- Students will practice refusal skills to enhance health by using authentic pressure situations in a game activity.
- Students will evaluate and reflect their learning by sharing the D.A.R.E. Report and Pledge.

Lesson 10:**Special Event**

- Students will participate in an appropriate D.A.R.E. culminating activity, which recognizes individual achievement of all participants, and reinforces the knowledge and skills they have learned.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- **Strand A. Relationships**
- **Strand B. Sexuality**

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

CPI Indicators – Strand A: Relationships/ Sexuality
5th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.4.6. A.1 Compare and contrast how families may change over time.
 2.4.6. A.2 Analyze the characteristics of healthy friendships and other relationships.
 2.4.6. A.3 Examine the types of relationships adolescents may experience.
 2.4.6. A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.
 2.4.6. A.5 Compare and contrast the role of dating and dating behaviors in adolescence.

**- Integration 2.26 Decision Making*

- 2.2.6. B.1 Use effective decision-making strategies.
 2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

Evidence of Understanding

Student will be able to:

- 2.4.6. A.1 Identify reasons why families can change over time (marriage, divorce, loss of job, new baby, etc)
 2.4.6. A.2 List characteristics of a healthy friendship.
 2.4.6. A.3 Name examples of healthy and unhealthy relationships.
 2.4.6. A.4 Identify the causes of conflict.
 Describe steps to resolve conflict and different response styles.
 2.4.6. A.5 Identify factors that contribute to a healthy dating relationship.
 List guidelines that help prepare you for dating.
 Discuss group dating.

2.2.6. B.1 Identify the steps to a decision making process.

2.2.6. B.1 Demonstrate a decision making process as it pertains to a specific health issue. (nutrition, drugs, safety, family life, etc.)

2.2.6. B.2 Discuss reasons why each decision does not always work and how to use an alternative

CPI Indicators – Strand B: Sexuality
5th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.6. B.1 Compare growth patterns of males and females during adolescence.

Evidence of Understanding

Student will be able to:

2.4.6. B.1 Describe the differences of the changing body during adolescence.

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
<p>A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</p> <p>B. How do strategies, cooperation, and teamwork effect movement activities?</p> <p>C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?</p>	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p> <p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p> <p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

CPI Indicators – Strand A: Movement Skills and Concepts **5th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.6.A.1 Demonstrate mechanically correct form and control when using and combining movement skills in isolated and applied settings.</p> <p>2.5.6.A.2 Apply the impact of various applications of force and motion during physical activities.</p> <p>2.5.6.A.3 Create and perform movement activities that combine movement skills into smooth flowing sequences (ie. Gymnastics routine, dance, tai chi).</p>

CPI Indicators – Strand B: Strategy 5th Grade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.6.B.1 Compare and contrast different offensive, defensive, and cooperative strategies and use them in applied settings.</p> <p>2.5.6.B.2 Analyze participant performance to detect effective strategy use and decide on modifications for better performance outcomes.</p>

CPI Indicators – Strand C: Sportsmanship, Rules, Safety 5th Grade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.5.6.B.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.B.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.5.6.B.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.6.B.1 Analyze participant and observer behaviors for evidence of sportsmanship and recommend strategies for improvement.</p> <p>2.5.6.B.2 Employ general and activity specific rules and analyze their impact on participation and safety.</p> <p>2.5.6.B.3 Describe the influence of history and culture on games, sports, and dance.</p>

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

• **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

**CPI Indicators – Strand A: Fitness and Physical Activity
5th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.

2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Evidence of Understanding

Student will be able to:

2.6.6.A.3 Create a fitness plan based on personal factors and describe ways to monitor achievement.

2.6.6.A.4 Describe personal factors such as health status, interests, environmental conditions, and available time and explain how they can effect personal fitness goals.

2.6.6.A.5 Use health data accrued from personal health information to explain how diet and exercise affect your overall health and wellness.

2.6.6.A.6 Perform physical activities to show and understanding of each of the FITT principles.

2.6.6.A.7 Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

6TH Grade

Contributors:

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

- **Strand B. Nutrition**
- **Strand E. Social and Emotional**

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

CPI Indicators – Strand B: Nutrition
6TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.6. B.1 Determine factors that influence food choices and eating patterns.
- 2.1.6. B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6. B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6. B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.

Integration of 2.2B

- 2.2.6. B.1 Use effective decision-making strategies.
- 2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6. B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6. B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

Evidence of Understanding**Student will be able to:**

- 2.1.6. B.1 list reasons why a person may choose to eat certain foods.
- 2.1.6. B.21 Discuss unhealthy eating patterns and how a person can alter their behavior to improve their wellness.
- 2.1.6.B.3 Discuss why you need the six nutrients.
Identify what a calorie is and how calories effect on a person's body
Explain how to follow the Dietary Guidelines.
Discuss how to use the "food guide plate"
Develop a healthful daily diet.
- 2.1.6.B.4 Explain how to read a food label.
Explain how to compare nutritional values and unit price of foods.

Integration of 2.2B

- 2.2.6. B.3 Identify the 5 steps to responsible decision making.
Describe factors that may influence decision making.
- 2.2.6. B.4 Design a plan that includes short and long term goals and identify strategies and methods for achievement.

**CPI Indicators – Strand E: Social and Emotional
6TH Grade****Knowledge and Skills: (Say or Do, Tasks, Benchmarks)**

- 2.1.6. E.1 Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6. E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6. E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Integration of 2.2B

- 2.2.6. B.1 Use effective decision-making strategies.
- 2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6. B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6. B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

Evidence of Understanding

Student will be able to:

2.1.6. E.1 Describe what a personal asset is.

Identify protective factors (skills, strengths, and resources that help individuals deal more effectively with stressful situations). Discuss how the use of protective factors can influence a person's social and emotional health

2.1.6. E.2 Identify what harassment and bullying is.
--

Discuss how these negative behaviors influences a person's social, emotional wellness.
--

2.1.6. E.3 Identify what it means to cope.
--

Discuss coping strategies and methods a person may use is to cope with crisis.
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Integration of 2.2B

2.2.6. B.3 <i>Identify the 5 steps to responsible decision making.</i>
--

<i>Describe factors that may influence decision making.</i>

2.2.6. B.4 <i>Design a plan that includes short and long term goals and identify strategies and methods for achievement.</i>
--

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

- **Strand B. Decision-making and Goal Setting**
- **Strand C. Character Development**
- **Strand E. Health Service and Information**

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

**CPI Indicators – Strand B: Decision-Making and Goal Setting
6th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.6. B.1 Use effective decision-making strategies.
- 2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6. B.3 Determine how conflicting interests may influence one's decisions.
- 2.2.6. B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

Evidence of Understanding

Student will be able to:

- 2.2.6. B.3 Identify the 5 steps to responsible decision making.
Describe factors that may influence decision making.
- 2.2.6. B.4 Design a plan that includes short and long term goals and identify strategies and methods for achievement.

**CPI Indicators – Strand C: Character Development
6th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.6. C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
- 2.2.6. C.2 Predict situations that may challenge an individual's core ethical values.
- 2.2.6. C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Evidence of Understanding

Student will be able to:

- 2.2.6. C.1 Apply your use of values in a variety of situations as you solve problems.
- 2.2.6. C.2 Demonstrate how core values will affect decision making.
- 2.2.6. C.3 Discuss the Disabilities Act Law.
Demonstrate an awareness of the difficulties a disability has on life tasks.

**CPI Indicators – Strand E: Health Service and Communication
6th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.6. E.2 Distinguish health issues that warrant support from trusted adults or health professionals.

Evidence of Understanding

Student will be able to:

- 2.2.6. E.2 Identify current health issues.
Access health information of a current health issue.
Identify appropriate agencies/persons to assist with current health issue.

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

• **Strand B. Alcohol, Tobacco, and other Drugs**

Essential Questions	Enduring Understandings
<p>A. What is medicine? How and why is it used to treat illnesses?</p> <p>B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?</p>	<p>A. Medicine must be used correctly in order to be safe and have the maximum benefit.</p> <p>B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.</p>

**CPI Indicators – Strand B: Alcohol, Tobacco, and other Drugs
6thGrade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.

2.3.6.B.2 Relate tobacco use and the incidence of disease.

2.3.6. B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

2.3.6. B.4. Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health

2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.

2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Integration of 2.2B

2.2.6. B.1 Use effective decision-making strategies.

2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6. B.3 Determine how conflicting interests may influence one's decisions.

2.2.6. B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

Evidence of Understanding

Student will be able to:

- 2.3.6.B.1 Identify the different drug categories.
- 2.3.6.B.2 describe how tobacco use can cause disease.
- 2.3.6. B.3 Examine influences on tobacco use and regulations.
 - Identify the harmful effects of using tobacco products.
- 2.3.6. B.4. Identify the harmful effects of using tobacco products.
 - Describe the short and long term health effects of smoking.
 - Summarize the effects of smoking on long term goals and the health of your future family.
- 2.3.6.B.5 Use resistance skills to avoid tobacco use.
- 2.3.6.B.6 Determine the effects inhalants have on the body.
- 2.3.6.B.7 List disease associated with intravenous drug use and abuse.

Integration of 2.2B

- 2.2.6. B.3 *Identify the 5 steps to responsible decision making.*
 - Describe factors that may influence decision making.*
- 2.2.6. B.4 *Design a plan that includes short and long term goals and identify strategies and methods for achievement.*

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- **Strand B. Sexuality**
- **Strand C. Pregnancy and Parenting**

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

**CPI Indicators – Strand B: Sexuality
6th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.6. B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.

2.4.6. B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

2.4.6. B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

Integration of 2.2B

2.2.6. B.1 Use effective decision-making strategies.

2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6. B.3 Determine how conflicting interests may influence one's decisions.

2.2.6. B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals.

Evidence of Understanding

Student will be able to:

2.4.6. B.2 Practice resistance skills.

2.4.6. B.3 Identify social skills that promote a healthful relationship.

Explain how peer pressure influences decisions.

Practice abstinence and resistance skills to reinforce healthful decisions.

2.4.6. B.4 List the advantages of being abstinent.

Integration of 2.2B

2.2.6. B.3 *Identify the 5 steps to responsible decision making.*

Describe factors that may influence decision making.

2.2.6. B.4 *Design a plan that includes short and long term goals and identify strategies and methods for achievement.*

**CPI Indicators – Strand C: Pregnancy and Parenting
6th Grade****Knowledge and Skills: (Say or Do, Tasks, Benchmarks)**

2.4.6. C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

2.4.6. C.2 Identify the signs and symptoms of pregnancy.

2.4.6. C.3 Identify prenatal practices that support a healthy pregnancy.

2.4.6. C.4 Predict challenges that may be faced by adolescent parents and their families.

Integration of 2.2B

2.2.6. B.1 *Use effective decision-making strategies.*

2.2.6. B.2 *Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.*

2.2.6. B.3 *Determine how conflicting interests may influence one's decisions.*

2.2.6. B.4 *Apply personal health data and information to support achievement of one's short- and long-term health goals.*

Evidence of Understanding**Student will be able to:**

2.4.6. C.1 Define fertilization and describe the process of fetal development.

2.4.6. C.2 List common signs that a woman is pregnant.

2.4.6. C.3 Explain what happens during pregnancy and childbirth.

Describe how people's behaviors affect the future health of mother and fetus during the pregnancy.

Describe prenatal care.

2.4.6. C.4 Discuss the responsibility of parenting. Explain why teen pregnancy and parenthood are risky.

Integration of 2.2B

2.2.6. B.3 *Identify the 5 steps to responsible decision making.*

Describe factors that may influence decision making.

2.2.6. B.4 *Design a plan that includes short and long term goals and identify strategies and methods for achievement.*

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p>
B. How do strategies, cooperation, and teamwork effect movement activities?	<p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p>
C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment.	<p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

CPI Indicators – Strand A: Movement Skills and Concepts
6th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.6.A.1 Demonstrate mechanically correct form and control when using and combining movement skills in isolated and applied settings.</p> <p>2.5.6.A.2 Apply the impact of various applications of force and motion during physical activities.</p> <p>2.5.6.A.3 Create and perform movement activities that combine movement skills into smooth flowing sequences (ie. Gymnastics routine, dance, tai chi).</p>

CPI Indicators – Strand B: Strategy 6thGrade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.6.B.1 Compare and contrast different offensive, defensive, and cooperative strategies and use them in applied settings.</p> <p>2.5.6.B.2 Analyze participant performance to detect effective strategy use and decide on modifications for better performance outcomes.</p>

CPI Indicators – Strand C: Sportsmanship, Rules, Safety 6thGrade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.5.6.B.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.B.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.5.6.B.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.5.6.B.1 Analyze participant and observer behaviors for evidence of sportsmanship and recommend strategies for improvement.</p> <p>2.5.6.B.2 Employ general and activity specific rules and analyze their impact on participation and safety.</p> <p>2.5.6.B.3 Describe the influence of history and culture on games, sports, and dance.</p>

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

• **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

**CPI Indicators – Strand A: Fitness and Physical Activity
6thGrade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health.
 2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Evidence of Understanding

Student will be able to:

2.6.6.A.3 Create a fitness plan based on personal factors and describe ways to monitor achievement.
 2.6.6.A.4 Describe personal factors such as health status, interests, environmental conditions, and available time and explain how they can effect personal fitness goals.
 2.6.6.A.5 Use health data accrued from personal health information to explain how diet and exercise affect your overall health and wellness.
 2.6.6.A.6 Perform physical activities to show and understanding of each of the FITT principles.
 2.6.6.A.7 Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

7TH Grade

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

- **Strand A. Personal Growth and Development**
- **Strand D. Safety**
- **Strand E. Social and Emotional**

Essential Questions	Enduring Understandings
A. How do my health choices affect personal wellness and the wellness of others?	A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.
B. How does food influence a person's wellness?	B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.
C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?	C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.
D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?	D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.
E. How does a person learn to appreciate themselves and others?	E. Individuals need to express themselves in ways that are both healthy and responsible.

**CPI Indicators – Strand A: Personal Growth & Development
7TH Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.
- 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Evidence of Understanding

Student will be able to:

- 2.1.8.A.1 Identify the dimensions of wellness.
Describe how to obtain and access health data
Identify the benefits of attaining health data.
What is the value of obtaining personal health information?
- 2.1.8.A.2 Identify the short and long term effects of a person's habits, surroundings, and heredity on future wellness.
- 2.1.8.A.3 Describe various products that have been improved or introduced to improve overall health.

2.1.8.A.4 Explain how to analyze ads for products to make informed consumer decisions.

CPI Indicators – Strand D: Safety

7TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

Evidence of Understanding

Student will be able to:

2.1.8.D.1 Identify common risk factors of everyday life.

2.1.8.D.2 Develop a strategy to decrease risk and maintain a safe environment.

CPI Indicators – Strand E: Social and Emotional

7TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Evidence of Understanding

Student will be able to:

2.1.8.E.1 Describe personal traits that promote social and emotional health.

Identify emotional safety.

Describe strategies that would keep a person emotionally safe.

2.1.8.E.2 Discuss emotional and social protective strategies. (ie. Resistance skills, I messages, communication skills, stress management skills, coping skills...) and how they may benefit a person's emotional and social wellness.

2.1.8.E.3 Compare and contrast cultural family beliefs.

Describe how culture influences family dynamics.

Analyze how families cope with crisis and change based on their cultural differences.

2.1.8.E.4 Describe common causes of stress.

Describe the body's response to stress.

Identify stress management skills.

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

- **Strand C. Character Development**
- **Strand E. Health Service and Information**

Essential Questions	Enduring Understandings
A. How does a person's communication skills affect personal health and relationships with others?	A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.
B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?	B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.
C. How do personal core ethical values and character traits influence interaction with others?	C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.
D. How can you inspire and motivate others to address health issues?	D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?	E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.

CPI Indicators – Strand B: Decision-Making and Goal Setting
7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Evidence of Understanding

Student will be able to:

- 2.2.8.B.1 List the steps to responsible decision making.
 2.2.8.B.1 Describe situations in which you would use the steps to responsible decision making.
 2.2.8.B.2 Identify factors that would determine making individual or group decisions.
 2.2.8.B.3 Identify factors that affect health status.
 List the steps to follow to practice healthful behaviors.
 List the steps to follow to setting health goals.

CPI Indicators – Strand C: Character Development
7TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Evidence of Understanding

Student will be able to:

- 2.2.8.C.1 Describe the factors that influence your personality.
- 2.2.8.C.1 Describe six values that build character and promote health.
- 2.2.8.C.1 Explain how to demonstrate traits of good character.
- 2.2.8.C.2 Define "individuals with disabilities."
- 2.2.8.C.2 Explain what our culture does to help individuals with disabilities.
- 2.2.8.C.3 Describe and discuss the factors that influence personality.
Describe 6 values that build character and build health.
Identify influences on your character and actions.

CPI Indicators – Strand E: Health Service and Communication
7TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.
- 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.

Evidence of Understanding

Student will be able to:

- 2.2.8.E.1 Describe how to use a computer to find health information.
Analyze various health products, services, and resources for their reliable health information.
- 2.2.8.E.2 Explain how to evaluate sources of health information.

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand A. Medicines**
- **Strand C. Dependency/Addiction and Treatment**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

CPI Indicators – Strand A: Medicines
7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- 2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

Integration of 2.2.8.B Decision Making

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
- 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
- 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Evidence of Understanding

Student will be able to:

- 2.3.8.A.1 Discuss a person's individual factors will influence the effects of drugs on the body and mind. (ie. Height, weight, gender, food in stomach, mental state...)
- 2.3.8.A.2 Identify drug misuse and abuse.
Explain how drug misuse and abuse progress to drug dependency.
Explain how drug misuse and abuse affects relationships, responsibilities, and society.

Integration of 2.2.8.B Decision Making

- 2.2.8.B.1 List the steps to responsible decision making.
- 2.2.8.B.1 Describe situations in which you would use the steps to responsible decision making.
- 2.2.8.B.2 Identify factors that would determine making individual or group decisions

CPI Indicators – Strand C: Dependency / Addiction and Treatment
7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

Evidence of Understanding

Student will be able to:

2.3.8.C.1 State reasons why people become dependent.
Describe various ways to promote a drug free life.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

• **Strand A. Relationships**

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

CPI Indicators – Strand A: Relationships
7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.4.8.A.1 Predict how changes within a family can impact family members.
2.4.8.A.2 Explain how the family unit impacts character development.
2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Integration of 2.2.8.B Decision Making

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Evidence of Understanding**Student will be able to:**

- 2.4.8.A.1 Discuss changes in family structure and function and the forces that influence change.
2.4.8.A.2 Define character development and demonstrate traits of good character.
Identify how the family influences your character.
2.4.8.A.3 Explain why professional help may be needed to resolve conflicts in relationships.
2.4.8.A.4 Describe affection, love, commitment, and sexual attraction.
Compare and contrast the attributes of affection, love, commitment, and sexual attraction.
2.4.8.A.5 Describe the characteristics of an unhealthy relationship.
Identify skills necessary to terminate an unhealthy relationship.
2.4.8.A.6 Identify skills needed for a healthful dating relationship.
List guidelines to ensure safe dating.

Integration of 2.2.8.B Decision Making

- 2.2.8.B.1 List the steps to responsible decision making.
2.2.8.B.1 Describe situations in which you would use the steps to responsible decision making.
2.2.8.B.2 Identify factors that would determine making individual or group decisions.

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions

A. How can understanding movement concepts improve my performance?
How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?

B. How do strategies, cooperation, and teamwork effect movement activities?

Enduring Understandings

A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.

Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.

Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.

B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals

C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?

when competing and participating in games, sports, and other activity situations.

C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

CPI Indicators – Strand A: Movement Skills and Concepts 7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

Evidence of Understanding

Student will be able to:

- 2.5.8.A.1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
- 2.5.8.A.2 Summarize how force and motion impact the quality of movement in an applied and practice setting.
- 2.5.8.A.4 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.

CPI Indicators – Strand B: Strategy 7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.
- 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Evidence of Understanding

Student will be able to:

- 2.5.8.B.1 Analyze differences in offensive, defensive, and cooperative strategies, of specific physical activities.
- 2.5.8.B.2 Predict performance outcomes based on mental preparedness.
- 2.5.8.B.3 Compare the effectiveness of a variety of team strategies and explain how they can be used to achieve better performance.

CPI Indicators – Strand C: Sportsmanship, Rules, Safety

7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

Evidence of Understanding

Student will be able to:

2.5.8.C.1 Analyze participant and observer behaviors for evidence of good sportsmanship.

2.5.8.C.2 Discuss why and how various equipment is used and the strategies(rules) of safe use while participating in a variety of activities.

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

- **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

CPI Indicators – Strand A: Fitness and Physical Activity

7th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.

Evidence of Understanding

Student will be able to:

2.6.8.A.1 Discuss how regular physical activity benefits the three areas of health.

2.6.8.A.2 Analyze personal health information such as family history, health status, interests, environmental conditions, and available time, and design a personal fitness plan.

2.6.8.A.3 Discuss the positive and negative impact of technological advances on exercise, health, and fitness.

**Great Meadows Regional School District
Comprehensive K-8 Health & Wellness Curriculum
September 2012**

8th Grade

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Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy

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

Essential Questions	Enduring Understandings
<p>A. How do my health choices affect personal wellness and the wellness of others?</p> <p>B. How does food influence a person's wellness?</p> <p>C. How does a personal dedication to wellness impact the risk of illness, injury, and the quality of a person's life?</p> <p>D. Why is it so hard to convince people about the negative aspects of risky behaviors? Why do people take risks knowing that there are possible negative outcomes?</p> <p>E. How does a person learn to appreciate themselves and others?</p>	<p>A. Personal choices and behaviors affect current experience and long-term outcomes for individuals, family, and society.</p> <p>B. Nutritional choices directly affect a person's current and long-term wellness. Recognizing nutritional risk factors and applying risk-reducing strategies can prevent negative health consequences.</p> <p>C. Medical advances technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>D. Understanding why a behavior is unsafe or risky is only the first steps towards preventing injuries and staying safe. Consistently employing Safe and healthy helps to reduce the incidence and severity of injuries.</p> <p>E. Individuals need to express themselves in ways that are both healthy and responsible.</p>

CPI Indicators – Strand B: Nutrition
8TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.B.4 Analyze the nutritional values of new products and supplements.

Evidence of Understanding

Student will be able to:

- 2.1.8.B.1 List factors that influence a person's nutritional food choices.
Identify how these factors have an impact on nutritional wellness.
Describe how to plan healthful meals and make healthful food choices in a variety of settings.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight
- 2.1.8.B.3 Explain how to plan healthful meals in a variety of settings.
- 2.1.8.B.4 Compare labels of various products for useful outcomes of new marketed products.

CPI Indicators – Strand C: Disease and Health Conditions 8TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
- 2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

Integration of 2.2.8.B Decision Making

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
- 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
- 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Evidence of Understanding

Student will be able to:

- 2.1.8.C.1 Discuss the importance of personal health screening.
Identify the common signs and symptoms of common illness and disease among young adults.
- 2.1.8.C.2 Investigate methods of detection, prevention, and control of common health conditions.
- 2.1.8.C.3 Identify stress management skills.
- 2.1.8.C.3 Discuss ways to help teenagers who are depressed or who are dealing with other mental illness.

Integration of 2.2.8.B Decision Making

2.2.8.B.1 List the steps to responsible decision making.
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2.2.8.B.1 Describe situations in which you would use the steps to responsible decision making.
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2.2.8.B.2 Identify factors that would determine making individual or group decisions.

CPI Indicators – Strand D: Safety 8TH Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.1.8.D.3 Summarize the components of the <u>traffic safety system</u> and explain how people contribute to making the system effective.
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2.1.8.D.4 Assess when to use basic first-aid procedures.
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Evidence of Understanding

Student will be able to:

2.1.8.D.3 Describe safety guidelines for pedestrians, motor vehicle passengers, bike riders, and ATV users.

2.1.8.D.4 Identify universal precautions for protecting your health.
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2.1.8.D.4 Classify items that should be kept in a first aid kit.
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Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

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

Essential Questions	Enduring Understandings
<p>A. How does a person's communication skills affect personal health and relationships with others?</p> <p>B. Decisions influence every aspect of a person's life. How do effective decision making skills and goal setting influence healthier lifestyle choices?</p> <p>C. How do personal core ethical values and character traits influence interaction with others?</p> <p>D. How can you inspire and motivate others to address health issues?</p> <p>E. Why do some people have difficulty accessing health care? What are the difficulties in asking for and processing valid health care information?</p>	<p>A. Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.</p> <p>B. Decisions influence every aspect of a person's life. Personal choices affect current experiences and long-term outcome for individuals, family, and society.</p> <p>C. Good character and positive core-ethical values contribute to healthy decisions, positive relationships, self-esteem, and overall wellness.</p> <p>D. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>E. Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of disease and health conditions contributes to one's health and helps reduce healthcare related costs.</p>

**CPI Indicators – Strand A: Interpersonal Communication
8TH Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Evidence of Understanding
<p>Student will be able to:</p> <p>2.2.8.A.1 Discuss interpersonal communication, including "I" messages.</p> <p>2.2.8.A.1 Differentiate between common non-verbal and verbal skills.</p> <p>2.2.8.A.2 Identify the causes of conflict.</p> <p>Explain how to use resistant skills.</p> <p>List steps to resolve conflict meditation.</p>

CPI Indicators – Strand B: Decision-Making and Goal Setting 8TH Grade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.2.8.B.1 Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.2.8.B.1 List the steps to responsible decision making.</p> <p>2.2.8.B.1 Describe situations in which you would use the steps to responsible decision making.</p> <p>2.2.8.B.2 Identify factors that would determine making individual or group decisions.</p> <p>2.2.8.B.3 Identify factors that affect health status.</p> <p>List the steps to follow to practice healthful behaviors.</p> <p>List the steps to follow to setting health goals.</p>

CPI Indicators – Strand D: Advocacy and Service 8TH Grade
<p>Knowledge and Skills: (Say or Do, Tasks, Benchmarks)</p> <p>2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.</p>
Evidence of Understanding
<p>Student will be able to:</p> <p>2.2.8.D.1 Discuss the benefits of volunteering .</p> <p>2.2.8.D.1 Participate in a service project.</p> <p>2.2.8.D.2 Show how you can be an advocate for a health or social issue.</p> <p>Discuss influences that effect a person's choice.</p>

Standard 2.3 Drugs & Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- **Strand B. Alcohol, Tobacco, and other Drugs**
- **Strand C. Dependency/Addiction and Treatment**

Essential Questions	Enduring Understandings
A. What is medicine? How and why is it used to treat illnesses?	A. Medicine must be used correctly in order to be safe and have the maximum benefit.
B. Why do people use and abuse alcohol, tobacco, and other drugs despite the warnings about the dangers to self and others?	B. The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but also may have a profound impact on others.

**CPI Indicators – Strand B: Alcohol, Tobacco, and other Drugs
8th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.

2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.

2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.

2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.

2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.

2.3.8.B.8 Analyze health risks associated with injected drug use.

Integration of 2.2.8.B Decision Making

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Evidence of Understanding

Student will be able to:

- 2.3.8.B.1 Identify the commonly abused substances by adolescents.
Describe the effects of the commonly abused substances.
- 2.3.8.B.2 List the societal risk of the use, sale, and possession of illegal substances.
- 2.3.8.B.3 Identify the harmful effects of using tobacco products.
- 2.3.8.B.4 Describe laws related to smoking in New Jersey and other states.
Explain the reason for enacting laws related to smoking.
- 2.3.8.B.5 Identify the affect drugs have on the body.
Discuss the short and long term effects of drugs on the body and mind.
- 2.3.8.B.6 Describe risk factors and protective factors for drug use and abuse.
Explain how staying drug free protects against violence, unintentional injuries, infection with HIV, and unintended pregnancy.
- 2.3.8.B.7 Identify the body response to use of inhalants.
Describe the risk factors inherent with inhalant use.
- 2.3.8.B.8. Describe how and where medicines can be injected into the body.
List the dangers and risk factors of repetitive injections into the body
Explain how disease is transmitted through the sharing of intravenous syringes.

Integration of 2.2.8.B Decision Making

- 2.2.8.B.1 List the steps to responsible decision making.
- 2.2.8.B.1 Describe situations in which you would use the steps to responsible decision making.
- 2.2.8.B.2 Identify factors that would determine making individual or group decisions.

CPI Indicators – Strand C: Dependency/Addiction and Treatment 8th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Evidence of Understanding

Student will be able to:

- 2.3.8.C.2 Explain what an intervention is.
Identify when best to use and intervention.
Describe the steps to intervention.

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

• **Strand A. Relationships**

Essential Questions	Enduring Understandings
A. What is a family and how are healthy relationships developed and maintained?	A. Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and love ones

**CPI Indicators – Strand B: Sexuality
8th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
- 2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- 2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

Integration 2.2.8.A Interpersonal Communication

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Evidence of Understanding

Student will be able to:

- 2.4.8.B.1 Identify the physical, social, and emotional changes that occur during puberty.
Describe how our behavior changes during adolescences.
- 2.4.8.B.2 Define sexual abstinence.
List reasons to be sexually abstinent as an adolescent.
Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3 Identify reasons why an adolescent would become sexually active.
Discuss a variety of contraceptive methods and reasons for using them.
- 2.4.8.B.4 Identify ways that STD's are transmitted.
List healthful ways to avoid the risk of contracting and STD.
- 2.4.8.B.5 Identify what a stereotype is.
Discuss how stereotyping is harmful.
- 2.4.8.B.6 Describe health problems related to reproductive systems.

Identify preventative behaviors associated with reproductive systems.

Integration 2.2.8.A Interpersonal Communication

- 2.2.8.A.1 Discuss interpersonal communication, including "I" messages.
- 2.2.8.A.1 Differentiate between common non-verbal and verbal skills.
- 2.2.8.A.2 Identify the causes of conflict.
Explain how to use resistant skills.
List steps to resolve conflict meditation.

CPI Indicators – Strand C: Pregnancy and Parenting 8th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8.C.3 Determine effective strategies and resources to assist with parenting.
- 2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.
- 2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Evidence of Understanding

Student will be able to:

- | |
|---|
| <ul style="list-style-type: none">2.4.8.B.3 Describe signs and symptoms of pregnancy.
List methods to confirm a pregnancy.2.4.8.C.2 Describe the physical, social, and emotional changes that occur during a mother's pregnancy.2.4.8.C.3 Explain the responsibilities of parenthood.
Describe effective parenting strategies and resources for help with parenting.2.4.8.C.4 Explain why teen parenthood and teen pregnancy are risky.
Discuss the responsibility of parenthood.2.4.8.C.5 Explain what happens during pregnancy and childbirth.
Discuss prenatal care. |
|---|

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- **Strand A. Movement Skills and Concepts**
- **Strand B. Strategy**
- **Strand C. Sportsmanship, Rules, and Safety**

Essential Questions	Enduring Understandings
<p>A. How can understanding movement concepts improve my performance? How can I make movement more interesting, fun, and enjoyable? How does my use of movement influence that of others?</p> <p>B. How do strategies, cooperation, and teamwork effect movement activities?</p> <p>C. Why does good sportsmanship behaviors while participating or viewing a sport type activity contribute to enjoyment?</p>	<p>A. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</p> <p>Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p> <p>Performing movement skills in a technically correct manner improves overall performance and increases enjoyment and the likelihood of participation in lifelong physical activity.</p> <p>B. There is a relationship between applying effective tactical and cooperative strategies and achieving individual and team goals when competing and participating in games, sports, and other activity situations.</p> <p>C. Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>

CPI Indicators – Strand A. Movement Skills and Concepts 8th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
- 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
- 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

Evidence of Understanding

Student will be able to:

- 2.5.8.A.1 Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
- 2.5.8.A.2 Summarize how force and motion impact the quality of movement in an applied and practice setting.
- 2.5.8.A.3 Perform and assess the quality of movement flow in response to dynamic, interactive environments.
- 2.5.8.A.4 Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.

CPI Indicators – Strand B. Strategy 8th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.
- 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Evidence of Understanding

Student will be able to:

- 2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
- 2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.
- 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

CPI Indicators – Strand C. Sportsmanship, Rules, and Safety 8th Grade

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
- 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
- 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

Evidence of Understanding

Student will be able to:

- 2.5.8.C.1 Analyze participant and observer behaviors for evidence of good sportsmanship.
- 2.5.8.C.2 Discuss why and how various equipment is used and the strategies(rules) of safe use while participating in a variety of activities.
- 2.5.8.C.3 Describe the influence of history and culture on games, sports, and dance.

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

• **Strand A. Fitness and Physical Activity**

Essential Questions	Enduring Understandings
A. Why is it so difficult to become healthy and physically fit? Why is it even harder to stay healthy and physically fit? How can I set challenging fitness goals that help me to stay committed to wellness?	A. Children who regularly participate in physical activity tend to stay active throughout their lives. While there are immediate benefits, including maintaining a healthy weight, feeling more energetic, and promoting a better outlook, participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. In the long term regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life. Getting active and staying active is a key component of a healthy, active lifestyle.

**CPI Indicators – Strand A. Fitness and Physical Activity
8th Grade**

Knowledge and Skills: (Say or Do, Tasks, Benchmarks)

- 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
- 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
- 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
- 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
- 2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

Evidence of Understanding

Student will be able to:

- 2.6.8.A.1 Discuss how regular physical activity benefits the three areas of health.
- 2.6.8.A.2 Analyze personal health information such as family history, health status, interests, environmental conditions, and available time, and design a personal fitness plan.
- 2.6.8.A.4 Describe characteristics of a persons body as healthy or unhealthy by examining eating and exercise habits.
- 2.6.8.A.5 Apply the FITT principles to establish a progression during activities to improve each component of fitness.
- 2.6.8.A.6 Discuss the consequences of steroid use on the physical body, behaviors, family life, and the legal ramifications to the student/athlete.

Wellness

Components of Health

Scope and Sequence

Grades: Kindergarten,
First, and Second

Kindergarten:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

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

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

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

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

- A. Medicines

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

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

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

First Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- B. Nutrition
- D. Safety (Fire, Bus, Classroom, Auto & Pedestrian, Stranger and Outdoor Safety)

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

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

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

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships

Second Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- C. Diseases and Health Conditions
- D. Safety (Home, Auto and Pedestrian, Stranger and Bike/Skateboard/Rollerblade safety)
- E. Social and Emotional Health

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

- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

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

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

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships

- B. Sexuality
- C. Pregnancy and Parenting

Wellness

Components of Health

Scope and Sequence

Grades Third, Fourth and Fifth

Third Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety (Home safety, poison safety, playground safety, stranger safety and accident prevention)

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

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- D. Advocacy and Service

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

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

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships

Fourth Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- C. Diseases and Health Conditions
- E. Social and Emotional Health

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

- B. Decision-Making and Goal Setting
- C. Character Development
- E. Advocacy and Service

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

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

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- B. Sexuality

Fifth Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Personal Growth and Development
- C. Diseases and Health Conditions
- D. Safety (Bike/Skate Boarding/ATV, Outdoor safety: swim, boat, hiking etc., and accident prevention)

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

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- D. Advocacy and Service

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

- A. Medicines
- D.A.R.E.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships
- B. Sexuality

Wellness

Components of Health

Scope and Sequence

Grades Sixth, Seventh, and Eighth

Sixth Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- B. Nutrition
- E. Social and Emotional

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

- B. Decision-Making and Goal Setting
- C. Character Development
- E. Health Services and Information

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

- B. Alcohol, Tobacco, and Other Drugs

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- B. Sexuality
- C. Pregnancy and Parenting

Seventh Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- A. Growth and Development
- D. Safety(Internet)
- E. Social and Emotional

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

- C. Character Development
- E. Advocacy and Service

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

- A. Medicines
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- A. Relationships

Eighth Grade:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety

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

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- D. Advocacy and Service

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

- B. Alcohol, Tobacco, and other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

- B. Sexuality
- C. Pregnancy and Parenting

Wellness

Components of Physical Education

Scope and Sequence

Grades: Kindergarten,

First, and Second

Kindergarten:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety
- Activities:

_ Locomotor and Nonlocomotor Skills, Fleeing and Chasing Games, Personal and General Space Activities

Manipulative Activities: Parachute, Scooters, Beanbags, Hoops, Scoops, etc.

Kicking, Rolling, Tossing, Catching, Striking (hands)

Rhythmic Movement: Dance, Jump Rope, Lummi Sticks, Ribbons, etc.

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

- A. Fitness and Physical Activity

Activities:

Integrate fitness into activities

First Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

Activities:

Locomotor and Nonlocomotor Skills, Fleeing and Chasing Games, Personal and General Space Activities, Games of low organization,

Manipulative Activities: Parachute, Scooters, Beanbags, Hoops, Noodles, Frisbees, Scoops, etc.

Kicking Skills (Dribbling, Passing, Shooting) Throwing (Underhand, Overhand), Striking (hands, noodles, bats, paddles) Rolling (bowling, bocce)

Rhythmic Movement: Dance, Jump Rope, Lummi Sticks, Ribbons, etc.

Balance Activities

Cooperative Activities

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

A. Fitness and Physical Activity

Activities: Jog, Jump Rope, Integrate fitness into activities

Second Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy

C. Sportsmanship, Rules, and Safety

Activities:

Locomotor and Nonlocomotor Skills, Fleeing and Chasing Games, Personal and General Space Activities, Games of low organization, Modified sport activities

Manipulative Activities: Parachute, Scooters, Beanbags, Hoops, Noodles, Frisbee, etc

Kicking Skills (Dribbling, Passing, Shooting) Throwing (Underhand, Overhand), Striking (hands, noodles, bats, paddles), Catching, Goalkeeping, Rolling (bowling, bocce)

Rhythmic Movement: Dance, Jump Rope, Lummi Sticks, Ribbons, etc.

Balance Activities

Cooperative Activities

Climbing Wall

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

A. Fitness and Physical Activity

Activities: Fitness concepts, Fitness Circuit, Jog as warm up, Jump Rope, Integrate fitness into activities

Wellness

Components of Physical Education

Scope and Sequence

Grades: Third, Fourth, and Fifth

Third Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

Activities: Kicking Skills as Soccer, Playground games and activities, Movement education, Ball handling skills as in basketball, volleyball and team handball, Manipulative skills, Striking skills as in hockey and racket activities, Rhythmic movement, and Organized game skills

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

- A. Fitness and Physical Activity

Activities: Skill related and Health related Fitness concepts, Pre and post Fitness assessment, Integrating fitness into sport and activities

Fourth Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

Activities: Football skills, Team handball skills, Basketball skills, Cooperative partner activities, Jump Rope, Floor hockey activities, Bowling, Rhythmic movement, and Volleyball skills, Manipulative.

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

- A. Fitness and Physical Activity
- Activities: Skill related and Health related Fitness concepts, Pre and post Fitness assessment, Integrating fitness into sport and activities

Fifth Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

Activities: Football skills, Team handball skills, Basketball skills, Cooperative partner activities, Jump Rope, Floor hockey activities, Bowling, Rhythmic movement, Volleyball skills, and manipulative activities.

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

- A. Fitness and Physical Activity
- Activities: Skill related and Health related Fitness concepts, Pre and post Fitness assessment, Integrating fitness into sport and activities

Wellness

Components of Physical Education

Scope and Sequence

Grades: Sixth, Seventh, and Eighth

Sixth Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

Activities: Cross-Country, Team Handball, Games from Around the World, Styx Hockey, Volleyball, Racquet Sports, Jump Rope, Softball

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

- A. Fitness and Physical Activity

Activities: Pre and Post Test Skill Activities, Integrated Fitness skills into other units

Seventh Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

Activities: Football, Lacrosse, Bowling, Basketball, Volleyball, Floor Hockey, Fun-In-The-Sun, Soccer

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

- A. Fitness and Physical Activity

Activities: Pre and Post Test Skill Activities, Integrated Fitness skills into other units

Eighth Grade:

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, and Safety

Activities: Football, Cooperative Activities, Dance, Basketball, Volleyball, Badminton, Soccer, Softball

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

- A. Fitness and Physical Activity

Activities: Pre and Post Test Skill Activities, Integrated Fitness skills into other units

