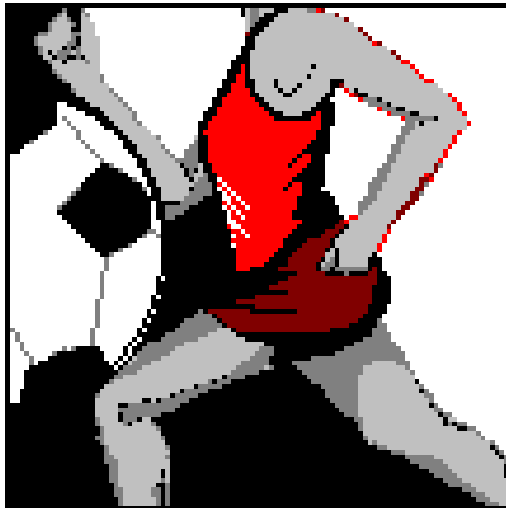


LONG HILL TOWNSHIP PUBLIC SCHOOLS

Comprehensive Health and Physical Education
GRADES K-8



Adopted: 2009

LONG HILL TOWNSHIP PUBLIC SCHOOLS
PHYSICAL EDUCATION CURRICULUM GUIDE

ACKNOWLEDGEMENTS

Board of Education

Lisa Scanlon, President
John McCarthy, Vice President
Rita Barone
Robert Blocker
Ralph Carbone, Sr.
Russell W. Dreyer
Bruce Meringolo
Brendan Rae
Victor Verlezza

Superintendent

Dr. René Rovtar

Business Administrator/Board Secretary

Mr. John Esposito

Physical Education Curriculum Guide

Mr. James Barnum
Mr. Michael Lisbona
Ms. Maura Millman
Mr. Michael Velez

Curriculum Office

Dr. Lori Jones – Principal/Director of Curriculum
Mrs. Debbie Tremarco - Curriculum Secretary

Table of Contents

Affirmative Action Statement.	1
Adaptations for Special Education	1
Philosophy and Rationale	1
Format for Instruction.	2
Evaluation Strategies	2
New Jersey Core Curriculum Content Standards and Indicators (NJCCCS): Comprehensive Health and Physical Education Scope and Sequence	3

AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Office:

Guy Buffone
c/o Central School
90 Central Avenue
Stirling, NJ 07980
(908) 647-2311

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Long Hill Township. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Programs (IEP). They are on file at:

Office of Special Services
c/o Millington School
91 Northfield Road
Millington, NJ 07946
(908) 647-1202

PHILOSOPHY and RATIONALE

Physical Education should provide a developmental program of activities to aid the child in his/her physical, social, and emotional growth. The emphasis should be on developing the basic skills needed for complex physical activities and enjoyment of life.

This should be experienced through growth of movement education in grade kindergarten, one and two. Third through fifth grade will begin to transition into a higher level of development. Sixth through eighth grade will put these higher skills into use with team sports. Students will have the flexibility to adjust to each new level at their own pace. These curriculum models should encompass a wide variety of cooperative games, character education activities, initiative, fitness activities, and sports. A wide variety of teaching styles and strategies should be used to reach all learning styles and abilities of the students. Students will be guided through a comprehensive curriculum, which will lead them to a lifetime of physical activity.

FORMAT FOR INSTRUCTION

Physical Education is very important to the total growth and development of the child. This course of study outlines the skills for children in grades K-8. The activities in this curriculum guide were selected as those best able to provide students with skills usable in both team and individual sports, including competitive and leisure time situations.

Students shall participate in all activities on a grade level and a coeducational basis. However, because of safety consideration, students may be grouped according to height, weight, experience, and ability. Classes will start with warm-up exercises. These exercises will be formal calisthenics, jogging, or informal exercises according to the needs of each day's lesson.

Although this is a general guide, activities will be based on the progress and ability of the individual student. Safety, playing area, scheduling, and class size will also be considered in the selection of activities.

EVALUATION STRATEGIES

In order to be meaningful, Physical Education instruction must take into account age, gender, motor skills, fitness level, physical and emotional maturity of the individual student. Further, since all students need to see progress and success in their fitness endeavors, evaluation of student performance must take into account cooperation, participation, sportsmanship and effort. Through periodic program and formal evaluation such as the President's Physical Fitness Test, instructors ensure that the curriculum meets state and national standards and is responsive to the evolving needs of the students.

CCCS STANDARD 2.1 WELLNESS: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Personal Growth and Development

Objective - By the end of grade 2, students will:	Activities	Assessment
Health-enhancing behaviors contribute to wellness.	Define wellness and explain how making healthy choices and having relationships contribute to wellness. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports. Name and locate body organs and parts. Describe how children are alike and how they are different.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Nutrition

Objective - By the end of grade 2, students will:	Activities	Assessment
Choosing a balanced variety of nutritious foods contributes to wellness.	Explain why some foods are healthier to eat than others. Sort foods according to food groups and food sources. Explain what information can be found on food and product labels.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Diseases and Health Conditions

Objective - By the end of grade 2, students will:	Activities	Assessment
Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	Explain why diseases and health conditions need to be detected and treated early. Explain the difference between communicable and non-communicable diseases. Discuss common symptoms of diseases and health conditions. Explain ways to prevent the spread of diseases such as hand washing, immunizations,	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

	covering coughs, and not sharing cups, hats, or combs.	
--	--	--

D. Safety

Objective - By the end of grade 2, students will:	Activities	Assessment
Using personal safety strategies reduces the number of injuries to self and others.	<p>Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.</p> <p>Distinguish among good/safe touch,” “bad/unsafe touch,” and “confusing touch “and explain what to do if touching causes uncomfortable feelings.</p> <p>Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults.</p> <p>Identify warning labels found on medicines and household products.</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>

E. Social and Emotional Health

Objective - By the end of grade 2, students will:	Activities	Assessment
Many factors at home, school, and in the community impact social and emotional health.	<p>Recognize various emotions and demonstrate sympathy and empathy.</p> <p>Describe and demonstrate appropriate ways to express wants, needs, and emotions.</p> <p>Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>

CCCS 2.2 INTEGRATED SKILLS: ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Interpersonal Communication

Objective - By the end of grade 2, students will:	Activities	Assessment
Effective communication may be a determining factor in the outcome of health- and safety-related situations.	Explain when and how to use refusal skills in health and safety situations. Demonstrate effective communication and listening skills.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Decision-Making and Goal Setting

Objective - By the end of grade 2, students will:	Activities	Assessment
Effective decision-making skills foster healthier lifestyle choices.	Explain the steps to making an effective health decision. Discuss how parents, peers, and the media influence health decisions.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Character Development

Objective - By the end of grade 2, students will:	Activities	Assessment
Character traits are often evident in behaviors exhibited by individuals when interacting with others.	Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

D. Advocacy and Service

Objective - By the end of grade 2, students will:	Activities	Assessment
Service projects provide an opportunity to have a positive impact on the lives of self and others.	Act as a leader and a follower. Identify factors that lead to group success and help solve group problems. Motivate group members to work together and provide constructive feedback. Demonstrate respect for varying ideas and opinions. Participate in a class or school service activity and explain how volunteering enhances self-esteem.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

E. Health Services and Information

Objective - By the end of grade 2, students will:	Activities	Assessment
Developing an awareness of potential hazards in the environment impacts personal health and safety.	Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

CCCS STANDARD 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

Objective - By the end of grade 2, students will:	Activities	Assessment
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Identify different kinds of medicines.	Teacher Observation Student Participation Student success Student effort Group cooperation

Application of skills

B. Alcohol, Tobacco, and Other Drugs

Objective - By the end of grade 2, students will:	Activities	Assessment
Use of drugs in unsafe ways is dangerous and harmful.	Define drug and give examples of harmful and/or illegal drugs. Explain that tobacco use contributes to lung diseases and fires. Discuss how tobacco smoke impacts the environment and the health of nonsmokers. Discuss how alcohol use contributes to injuries such as falls and motor vehicle Crashes Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Dependency/Addiction and Treatment

Objective - By the end of grade 2, students will:	Activities	Assessment
Substance abuse is caused by a variety of factors.	Explain that some people cannot control their use of alcohol, tobacco, and other drugs. Explain that people who abuse alcohol, tobacco, and other drugs can get help.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.		

CCCS 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.

A. Relationships

Objective - By the end of grade 2, students will:	Activities	Assessment
The family unit encompasses the diversity of family forms in contemporary society.	<p>Identify different kinds of families and explain that families may differ for many reasons.</p> <p>Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.</p> <p>Explain that families experiencing a change or crisis can get help if they need it.</p> <p>Define friendship and explain that friends are important throughout life.</p> <p>Identify appropriate ways for children to show affection and caring.</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>

B. Sexuality

Objective - By the end of grade 2, students will:	Activities	Assessment
Gender-specific similarities and differences exist between males and females.	Explain the physical differences and similarities of the genders.	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>

C. Pregnancy and Parenting

Objective - By the end of grade 2, students will:	Activities	Assessment
The health of the birth mother impacts the development of the fetus.	Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p>

		Application of skills

CCCS STANDARD 2.1 WELLNESS: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Personal Growth and Development

Objective - By the end of grade 4 , students will:	Activities	Assessment
The dimensions of wellness are interrelated and impact overall personal well-being.	Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Nutrition

Objective - By the end of grade 4 , students will:	Activities	Assessment
Choosing a balanced variety of nutritious foods contributes to wellness.	Differentiate between healthy and unhealthy eating patterns. Classify foods by food group, food source, nutritional content, and nutritional value. Interpret food product labels. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Diseases and Health Conditions

Objective - By the end of grade 4 , students will:	Activities	Assessment
The use of disease prevention strategies in home, school, and community promotes personal health.	Investigate ways to treat common childhood diseases and health conditions. Describe the signs and	Teacher Observation Student Participation

	<p>symptoms of diseases and health conditions common in children.</p> <p>Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.</p>	<p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>
D. Safety		

Objective - By the end of grade 4 , students will:	Activities	Assessment
Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>
Applying first-aid procedures can minimize injury and save lives.		

E. Social and Emotional Health

Objective - By the end of grade 4 , students will:	Activities	Assessment
Many factors at home, school, and in the community impact social and emotional health.	<p>Describe basic human needs and how individuals and families attempt to meet those needs.</p> <p>Describe and demonstrate strategies to prevent, reduce, or mediate conflict. Discuss the causes of stress and demonstrate ways to deal with stressful situations. Explain and demonstrate ways to cope with rejection, loss, and separation.</p> <p>Explain how stereotypes influence personal growth and behavior.</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>

Stress management skills impact an individual's ability to cope with different types of emotional situations.		
---	--	--

CCCS 2.2 INTEGRATED SKILLS: ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Interpersonal Communication

Objective - By the end of grade 4 , students will:	Activities	Assessment
Effective communication may be a determining factor in the outcome of health- and safety-related situations.	Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness. Identify and employ ways to improve listening skills.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.		

B. Decision-Making and Goal Setting

Objective - By the end of grade 4 , students will:	Activities	Assessment
Many health-related situations require the application of a thoughtful decision-making process.	Outline the steps to making an effective decision. Describe situations that might require a decision about health and safety.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Character Development

Objective - By the end of grade 4 , students will:	Activities	Assessment
Personal core ethical values impact the health of oneself and others.	Describe character traits and core ethical values such as trustworthiness, responsibility,	Teacher Observation Student Participation

	respect, caring, justice, fairness, civic virtue, and citizenship. Discuss how an individual's character positively impacts individual and group goals and success.	Student success Student effort Group cooperation Application of skills
Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.		

D. Advocacy and Service

Objective - By the end of grade 4 , students will:	Activities	Assessment
Service projects provide an opportunity to have a positive impact on the lives of self and others.	Describe and demonstrate the characteristics of an effective leader. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments. Demonstrate respect for the opinions and abilities of group members. Develop and articulate group goals.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

E. Health Services and Information

Objective - By the end of grade 4 , students will:	Activities	Assessment
Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	Discuss laws and regulations created to enhance wellness. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

CCCS STANDARD 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

Objective - By the end of grade 4 , students will:	Activities	Assessment
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Identify commonly used medicines and discuss why they are used. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Alcohol, Tobacco, and Other Drugs

Objective - By the end of grade 4 , students will:	Activities	Assessment
Use of drugs in unsafe ways is dangerous and harmful.	Explain why it is illegal to use or possess certain drugs/substances. Describe the short- and long-term physical effects of tobacco use. Discuss the impact of second-hand/passive smoke on the health of nonsmokers. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Dependency/Addiction and Treatment

Objective - By the end of grade 4 , students will:	Activities	Assessment
Substance abuse is caused by a variety of factors.	Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.	Teacher Observation Student Participation Student success Student effort Group cooperation

		Application of skills
--	--	-----------------------

CCCS 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.

A. Relationships

Objective - By the end of grade 4 , students will:	Activities	Assessment
The family unit encompasses the diversity of family forms in contemporary society.	Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Sexuality

Objective - By the end of grade 4 , students will:	Activities	Assessment
Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	Discuss ways that families adjust to changes in the nature or structure of the family. Discuss how culture and tradition influence personal and family development.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Pregnancy and Parenting

Objective - By the end of grade 4 , students will:	Activities	Assessment
Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	Discuss factors that support healthy relationships with friends and family. Describe the characteristics of a friend. Describe appropriate ways to show affection and caring.	Teacher Observation Student Participation Student success Student effort

		Group cooperation Application of skills
The health of the birth mother impacts the development of the fetus.		

CCCS STANDARD 2.1 WELLNESS: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Personal Growth and Development

Objective - By the end of grade 6, students will:	Activities	Assessment
Staying healthy is a lifelong process that includes all dimensions of wellness.	Discuss the physical, social, emotional, and intellectual dimensions of wellness. Describe the appropriate use of healthcare and personal hygiene products. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness. Discuss how technology impacts wellness.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Nutrition

Objective - By the end of grade 6, students will:	Activities	Assessment
Eating patterns are influenced by a variety of factors.	Discuss factors that influence food choices. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan. Analyze nutrition information on food packages and labels. Discuss the short- and long-term benefits and risks associated with nutritional choices.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Diseases and Health Conditions

Objective - By the end of grade 6, students will:	Activities	Assessment
The early detection and treatment of diseases and health conditions impact one's health.	Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

D. Safety

Objective - By the end of grade 6, students will:	Activities	Assessment
Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Applying first-aid procedures can minimize injury and save lives.		

E. Social and Emotional Health

Objective - By the end of grade 6, students will:	Activities	Assessment
Social and emotional development impacts all components of wellness. Stress management skills impact an individual's ability to cope with different types of emotional situations.	Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development. Choose and justify appropriate strategies to deal with conflict, violence, harassment,	Teacher Observation Student Participation Student success Student effort Group cooperation

	vandalism, and bullying. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.	Application of skills
Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.		

CCCS 2.2 INEGRATED SKILLS: ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Interpersonal Communication

Objective - By the end of grade 6, students will:	Activities	Assessment
Effective communication may be a determining factor in the outcome of health- and safety-related situations.	Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness. Describe and demonstrate active and reflective listening. Compare and contrast the economic and social purposes of health messages presented in the media.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.		

B. Decision-Making and Goal Setting

Objective - By the end of grade 6, students will:	Activities	Assessment
Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.	Teacher Observation Student Participation Student success

	Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made. Use health data and information to formulate health goals.	Student effort Group cooperation Application of skills
C. Character Development		

Objective - By the end of grade 6, students will:	Activities	Assessment
Personal core ethical values impact the behavior of oneself and others.	Describe actions and situations that show evidence of good character.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.		

D. Advocacy and Service

Objective - By the end of grade 6, students will:	Activities	Assessment
Participation in social and health- or service-organization initiatives have a positive social impact.	Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback. Develop and articulate a group's goals and vision. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

	<p>conflict.</p> <p>Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.</p>	
E. Health Services and Information		

Objective - By the end of grade 6, students will:	Activities	Assessment
Health literacy includes the ability to compare and evaluate health resources.	Categorize health and fitness services available in the school and community and demonstrate how to access them.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.		

CCCS STANDARD 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

Objective - By the end of grade 6, students will:	Activities	Assessment
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	<p>Discuss factors to consider when choosing an over-the-counter medicine.</p> <p>Discuss medicines used to treat common diseases and health conditions. Discuss the safe administration and storage of over-the-counter and prescription medicines.</p>	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Alcohol, Tobacco, and Other Drugs

Objective - By the end of grade 6, students will:	Activities	Assessment
<p>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p>	<p>Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease. Describe ways to reduce the health impact of tobacco smoke on non-smokers. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death. Discuss the classifications of illegal drugs and controlled substances and give examples of each. Describe the physical and behavioral effects of each classification of drugs. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>

C. Dependency/Addiction and Treatment

Objective - By the end of grade 6, students will:	Activities	Assessment
<p>Substance abuse is caused by a variety of factors.</p>	<p>Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/ addiction. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Student success</p> <p>Student effort</p> <p>Group cooperation</p> <p>Application of skills</p>

	esteem, genetics, and poor role models. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.	
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.		

CCCS 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.

A. Relationships

Objective - By the end of grade 6, students will:	Activities	Assessment
Healthy relationships require a mutual commitment.	Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Sexuality

Objective - By the end of grade 6, students will:	Activities	Assessment
Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.	Describe the individual growth patterns of males and females during adolescence.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Responsible actions regarding sexual behavior impact the health of oneself and others.		

C. Pregnancy and Parenting

Objective - By the end of grade 6, students will:	Activities	Assessment
Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	Discuss factors that support healthy relationships with friends and family. Describe the characteristics of a friend. Describe appropriate ways to show affection and caring.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.		

CCCS STANDARD 2.1 WELLNESS: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Personal Growth and Development

Objective - By the end of grade 8, students will:	Activities	Assessment
Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	Assess and apply health data to enhance each dimension of personal wellness. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Nutrition

Objective - By the end of grade 8, students will:	Activities	Assessment
Eating patterns are influenced by a variety of factors.	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	Teacher Observation Student Participation Student success Student effort Group cooperation

		Application of skills

C. Diseases and Health Conditions

Objective - By the end of grade 8, students will:	Activities	Assessment
The prevention and control of diseases and health conditions are affected by many factors.	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. 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.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

D. Safety

Objective - By the end of grade 8, students will:	Activities	Assessment
Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Applying first-aid procedures can minimize injury and save lives.		

E. Social and Emotional Health

Objective - By the end of grade 8, students will:	Activities	Assessment
Social and emotional development impacts all components of wellness. Stress management skills impact an individual's ability to cope with different types of emotional situations.	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	Teacher Observation Student Participation Student success

		Student effort Group cooperation Application of skills
Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	

CCCS 2.2 INEGRATED SKILLS: ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Interpersonal Communication

Objective - By the end of grade 8, students will:	Activities	Assessment
Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.		

B. Decision-Making and Goal Setting

Objective - By the end of grade 8, students will:	Activities	Assessment
Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	Predict social situations that may require the use of decision-making skills. Justify when individual or collaborative decision-making is appropriate.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Character Development

Objective - By the end of grade 8, students will:	Activities	Assessment
Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	Analyze strategies to enhance character development in individual, group, and team activities.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills
Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	

D. Advocacy and Service

Objective - By the end of grade 8, students will:	Activities	Assessment
Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.	Defend a position on a health or social issue to activate community awareness and responsiveness.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

E. Health Services and Information

Objective - By the end of grade 8, students will:	Activities	Assessment
Potential solutions to health issues are dependent on health literacy and available resources.	Evaluate various health products, services, and resources from different sources, including the Internet.	Teacher Observation Student Participation Student success Student effort Group cooperation

		Application of skills
Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	Compare and contrast situations that require support from trusted adults or health professionals.	

CCCS STANDARD 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

Objective - By the end of grade 8, students will:	Activities	Assessment
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	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.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Alcohol, Tobacco, and Other Drugs

Objective - By the end of grade 8, students will:	Activities	Assessment
There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	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. Analyze the effects of all types of tobacco use on the aging process.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Dependency/Addiction and Treatment

Objective - By the end of grade 8, students will:	Activities	Assessment
Substance abuse is caused by a variety of factors.	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	Teacher Observation Student Participation Student success

		Student effort Group cooperation Application of skills
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.	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.	

CCCS 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.

A. Relationships

Objective - By the end of grade 8, students will:	Activities	Assessment
The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	Predict how changes within a family can impact family members. Differentiate between affection, love, commitment, and sexual attraction. Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Sexuality

Objective - By the end of grade 8, students will:	Activities	Assessment
Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. Responsible actions regarding sexual behavior impact the health of oneself and others. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. Discuss topics regarding gender identity, sexual orientation, and	Teacher Observation Student Participation Student success Student effort

	cultural stereotyping.	Group cooperation Application of skills
Early detection strategies assist in the prevention and treatment of illness or disease.	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.	

C. Pregnancy and Parenting

Objective - By the end of grade 8, students will:	Activities	Assessment
Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. 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. Predict short- and long-term impacts of teen pregnancy.	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

CCCS STANDARD 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

Objective - By the end of grade 2, students will:	Activities	Assessment
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Loco motor Skills – Run, Skip, Gallop, traveling concepts, loco motor, traveling, all activities	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

B. Strategy

Objective - By the end of grade 2, students will:	Activities	Assessment
Teamwork consists of effective communication and other interactions between team members.	Body Awareness, tag invasion games, rhythmic games, traveling games	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Sportsmanship, Rules, and Safety

Objective - By the end of grade 2, students will:	Activities	Assessment
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Cooperative Games	Appropriate use of strategies

CCC 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.

A. Fitness and Physical Activity

Objective - By the end of grade 2, students will:	Activities	Assessment
Appropriate types and amounts of physical activity enhance personal health.	Relay Games, track and field events	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

CCCS STANDARD 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

Objective - By the end of grade 4, students will:	Activities	Assessment
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Tag, Dance, Soccer, Hockey, football, quad, softball, Dance (Line) Aerobic Step Routine	Teacher Observation Student Participation
Ongoing feedback impacts improvement and effectiveness of movement actions.		Student success Student effort Group cooperation Application of skills

B. Strategy

Objective - By the end of grade 4 students will:	Activities	Assessment
Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	Throwing, Kicking, Catching, kickball, softball, soccer, positioning, fouls in soccer, basketball, handball, tag dodging, volleyball	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Sportsmanship, Rules, and Safety

Objective - By the end of grade 4 students will:	Activities	Assessment
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Basketball, Football, Handball, all contact sports, hockey, volleyball	Application of skills

CCC 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.

A. Fitness and Physical Activity

Objective - By the end of grade 4, students will:	Activities	Assessment
Each component of fitness contributes to personal health as well as motor skill performance.	Physical Fitness Test, health related warm ups, dance, basketball, soccer, volleyball, handball	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

CCCS STANDARD 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

Objective - By the end of grade 6, students will:	Activities	Assessment
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	Catching, Kicking, Throwing, Volleying A Ball, striking a ball, throwing a ball, football, demonstrate and instruct, lead up games for sports	Teacher Observation Student Participation Student success Student effort
Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.		Group cooperation Application of skills

B. Strategy

Objective - By the end of grade 6, students will:	Activities	Assessment
There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	Volleyball, Softball, Hockey, basketball, layup, dribbling, set shot, soccer, hockey, volleyball, paddle games, fitness activities, dance routines	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

C. Sportsmanship, Rules and Safety

Objective - By the end of grade 6 students will:	Activities	Assessment
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	Rules of the Game Game Play	Teacher Observation Student Participation Student success Student effort
	Students Demonstrate the Skills. Team Sports	Group cooperation Application of skills
There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	Hockey, Badminton, Lacrosse	

CCC 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.

A. Fitness and Physical Activity

Objective - By the end of grade 6, students will:	Activities	Assessment
Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	Dance, Team Sports/Activities, cardio activities vs. warm ups, health warm ups	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills

CCCS STANDARD 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

Objective - By the end of grade 8, students will:	Activities	Assessment
Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	Volleyball, Soccer, Football, Rhythms, Warm-Up Routines, Lacrosse, ropes and rhythms, racket sports, paddle games, new activities, invasion games, DDR games, lead up games, Frisbee, speedball, cooperative games, dance, ropes	Teacher Observation Student Participation Student success Student effort Group cooperation

		Application of skills
--	--	-----------------------

B. Strategy

Objective - By the end of grade 8, students will:	Activities	Assessment
Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	Volleyball Basketball, Soccer, Football, Softball	Student participation

C. Sportsmanship, Rules and Safety

Objective - By the end of grade 8, students will:	Activities	Assessment
Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	Basketball, Soccer, Football, Volleyball	Teacher Observation Student Participation Student success Student effort
	Basketball, Soccer, Football, Volleyball	Group cooperation Application of skills
Movement activities provide a timeless opportunity to connect with people around the world.		

CCC 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.

A. Fitness and Physical Activity

Objective - By the end of grade 8, students will:	Activities	Assessment
Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	Circuit Training Unit, Pacing Runs, track and field, THR zone, using a pedometer	Teacher Observation Student Participation Student success Student effort Group cooperation Application of skills