

**HAMILTON TOWNSHIP SCHOOL DISTRICT**  
**Comprehensive Health and Physical Education Curriculum Progress Indicator Matrix**

M = Master

**2.1 Wellness**

By the end of Grade 2, students will:	K	1	2	3	4	5	6	7	8
<b>2.1.2 A. Personal Health</b>									
1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.	M								
2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.	M								
<b>2.1.2 B. Growth and Development</b>									
1. Name and locate body organs and part.		M							
2. Describe how children are alike and how they are different.	M								
<b>2.1.2 C. Nutrition</b>									
1. Explain why some foods are healthier to eat than others.		M							
2. Sort foods according to food groups and food sources.		M							
3. Explain what information can be found on food and product labels.		M							
<b>2.1.2 D. Diseases and Health Conditions</b>									
1. Explain why diseases and health conditions need to be detected and treated early.			M						
2. Explain the difference between communicable and non-communicable diseases.			M						
3. Discuss common symptoms of diseases and health conditions.		M							
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.	M								
<b>2.1.2 E. Safety</b>									
1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.	M								
2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.	M								
3. Distinguish among “good/safe touch”, “bad/unsafe touch”, and “confusing touch “ and explain what to do if touching causes uncomfortable feelings.	M								
4. Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults.	M								
5. Identify warning labels found on medicines and household products.			M						

<b>2.1.2 F. Social and Emotional Health</b>									
1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.	M								
2. Recognize various emotions and demonstrate sympathy and empathy.		M							
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.			M						
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.			M						
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.1.4 A. Personal Health</b>									
1. Describe the physical, social, and emotional dimensions of wellness.				M					
2. Describe and demonstrate personal hygiene practices that support wellness.				M					
3. Analyze the impact of health choices and behaviors on wellness.				M					
<b>2.1.4 B. Growth and Development</b>									
1. Describe the structure and function of human body systems.					M				
2. Describe each human life stage and the physical changes that occur at each stage.				M					
3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.				M					
<b>2.1.4 C. Nutrition</b>									
1. Differentiate between healthy and unhealthy eating patterns.				M					
2. Classify foods by food group, food source, nutritional content, and nutritional value.				M					
3. Interpret food product labels.				M					
4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.				M					
<b>2.1.4 D. Diseases and Health Conditions</b>									
1. Discuss the importance of the early detection of diseases and health conditions.				M					
2. Investigate ways to treat common childhood diseases and health conditions.				M					
3. Explain that some diseases and health conditions are preventable and some are not.				M					
4. Describe the signs and symptoms of diseases and health conditions common in children.				M					
5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.				M					
6. Discuss myths and facts about mental illness.					M				
<b>2.1.4 E. Safety</b>									
1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school and community.				M					
2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.					M				

3. Explain that abuse can take several forms, including verbal, emotional, sexual and physical and identify ways to get help should abuse be suspected.					M				
4. Describe the characteristics of strangers, acquaintances and trusted adults and demonstrate safe and appropriate ways to deal with each.				M					
<b>2.1.4 F. Social and Emotional Health</b>									
1. Describe basic human needs and how individuals and families attempt to meet those needs.					M				
2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions and how emotions can affect communication, choices and behaviors.					M				
3. Distinguish among conflict, violence, vandalism, harassment and bullying and discuss factors that contribute to each.					M				
4. Describe and demonstrate strategies to prevent, reduce or mediate conflict.				M					
5. Discuss the causes of stress and demonstrate ways to cope with rejection, loss and separation.				M					
6. Explain and demonstrate ways to cope with rejection, loss and separation.				M					
7. Explain how stereotypes influence personal growth and behavior.					M				
<b>By the end of Grade 6, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.1.6 A. Personal Health</b>									
1. Discuss the physical, social, emotional and intellectual dimensions of wellness.						M			
2. Describe the appropriate use of healthcare and personal hygiene products.						M			
3. Discuss how health data, such as blood pressure, body composition and cholesterol can be used to assess and improve wellness.						M			
4. Discuss how health knowledge, health choices, self-control, resistance and self-management skills influence wellness.						M			
5. Discuss how technology impacts wellness.						M			
<b>2.1.6 B. Growth and Development</b>									
1. Compare and contrast body systems, their parts and functions and explain that body systems must work together to ensure wellness.						M			
2. Compare the rate of physical. Social, emotional and intellectual change during various life stages and discuss ways to foster healthy growth.						M			
3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.						M			
<b>2.1.6 C. Nutrition</b>									
1. Discuss factors that influence food choices.						M			
2. Compare food choices based on nutrient content and value, calories and cost and create a healthy meal plan.						M			
3. Analyze nutrition information on food packages and labels.						M			
4. Discuss the short and long term benefits and risks associated with nutritional choices.						M			

<b>2.1.6 D. Diseases and Health Conditions</b>									
1. Compare and contrast methods used to diagnose and treat diseases and health conditions.							M		
2. Differentiae among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.							M		
3. Compare and contrast diseases and health conditions prevalent in adolescence, including asthma, obesity, diabetes, Lyme disease, STDs and HIV/AIDS.							M		
4. Discuss the use of public health strategies to prevent diseases and health conditions.							M		
5. Compare and contrast forms of mental illness such as phobia, anxiety and panic disorders, and depression.							M		
<b>2.1.6 E. Safety</b>									
1. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.							M		
2. Analyze the short and long term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.							M		
3. Demonstrate the physical, social and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.							M		
<b>2.1.6 F. Social and Emotional Health</b>									
1. Examine how personal assets (e.g., self-esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.							M		
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism and bullying.							M		
3. Describe home, school and community efforts to prevent conflict, vandalism, bullying, harassment and violence.							M		
4. Describe the physical and emotional signs of stress and the short term and long term impacts of stress on the human body.							M		
5. Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss and separation.							M		
6. Discuss how stereotyping might influence one's goals, choices and behaviors.							M		
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.1.8 A. Personal Health</b>									
1. Describe the appropriate selection and use of healthcare and personal hygiene products.									M
2. Evaluate the impact of health behaviors and choices on personal and family wellness.									M
3. Interpret health data to make predications about wellness.									M
4. Investigate how technology and medical advances impact wellness.									M
<b>2.1.8 B. Growth and Development</b>									
1. Discuss how body systems are interdependent and interrelated.									M

2. Investigate the physical, social, emotional and intellectual changes that occur at each life stage and how these changes impact wellness.										M
3. Discuss how heredity, physiological changes, environmental influences and varying social experiences contribute to an individuals uniqueness.										M
<b>2.1.8 C. Nutrition</b>										
1. Analyze how culture, health status, age and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.										M
2. Describe healthy ways to lose, gain or maintain weight.										M
3. Describe the impact of nutrients on the functioning of the human body systems.										M
4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis and other health conditions.										M
<b>2.1.8 D. Diseases and Health Conditions</b>										
1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.										M
2. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited.										M
3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer and testicular cancer.										M
4. Analyze local and state public health efforts to prevent and control diseases and health conditions.										M
5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders and bipolar disorders.										M
<b>2.1.8 E. Safety</b>										
1. Assess situations in the home, school and community for perceived vs. actual risk of injuries.										M
2. Investigate the short and long term impacts of injuries on the individual, the family and the community.										M
3. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock and poisoning.										M
4. Discuss the short and long term physical, social and emotional impacts of all forms of abuse.										M
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.										M
<b>2.1.8 F. Social and Emotional Health</b>										
1. Analyze how personal assets, resiliency and protective factors support healthy social and emotional development.										M
2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence and life skills.										M
3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism and violence and demonstrate strategies to deal with each.										M

4. Analyze the effectiveness of home, school and community efforts to prevent conflict, harassment, vandalism and violence.										<b>M</b>
5. Debate the consequences of conflict and violence on the individual, the family and the community.										<b>M</b>
6. Describe situations that may produce stress, describe the body's responses to stress and demonstrate healthy ways to manage stress.										<b>M</b>
7. Analyze how culture influences the ways families and groups cope with crisis and change.										<b>M</b>
<b>2.2 Integrated Skills</b>										
<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.2.2 A. Communication</b>										
1. Identify sources of health and information			<b>M</b>							
2. Express ideas and opinions about wellness issues.		<b>M</b>								
3. Explain when and how to use refusal skills in health and safety situations.		<b>M</b>								
4. Demonstrate effective communication and listening skills.	<b>M</b>									
<b>2.2.2 B. Decision Making</b>										
1. Explain the steps to making effective health decision.			<b>M</b>							
2. Discuss how parents, peers and the media influence health decisions.			<b>M</b>							
<b>2.2.2 C. Planning and Goal Setting</b>										
1. Develop a wellness goal and explain why setting a goal is important.	<b>M</b>									
<b>2.2.2 D. Character Development</b>										
1. Explain that a person's character/values are reflected in the way the person thinks, feels and acts.			<b>M</b>							
<b>2.2.2 E. Leadership, Advocacy and Services</b>										
1. Act as a leader and a follower.	<b>M</b>									
2. Identify factors that lead to group success and help solve group problems.		<b>M</b>								
3. Motivate group members to work together and provide constructive feedback.			<b>M</b>							
4. Demonstrate respect for varying ideas and opinions.		<b>M</b>								
5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.			<b>M</b>							
<b>2.2.2 F. Health Services and Careers</b>										
1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.		<b>M</b>								
2. Explain when and how to seek help when feeling ill, scared, sad, lonely or bullied.		<b>M</b>								
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.2.4 A. Communication</b>										
1. Explain how to determine the validity and reliability of a health resource.					<b>M</b>					
2. Present health information orally and in writing to peers.				<b>M</b>						
3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness.				<b>M</b>						

4. Identify and employ ways to improve listening skills.				M					
5. Explain how to identify a health problem or issue for possible research.					M				
<b>2.2.4 B. Decision Making</b>									
1. Outline the steps to making an effective decision				M					
2. Discuss how parents, peers and the media influence health decisions and behaviors.				M					
<b>2.2.4 C. Planning and Goal Setting</b>									
1. Develop a personal health goal and track progress.				M					
2. Describe ways to support achievement of health goals.				M					
<b>2.2.4 D. Character Development</b>									
1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue and citizenship.				M					
2. Discuss how an individual's character positively impacts individual and group goals and success.				M					
<b>2.2.4 E. Leadership, Advocacy and Services</b>									
1. Describe and demonstrate the characteristics of an effective leader.					M				
2. Acknowledge the contributions of group members and chose appropriate ways to motivate them and celebrate their accomplishments.					M				
3. Demonstrate respect for the opinions and abilities of group members.					M				
4. Develop and articulate group goals.					M				
5. Develop a position on a wellness issue.					M				
6. Discuss laws and regulations created to enhance wellness.					M				
7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.					M				
<b>2.2.4 F. Health Services and Careers</b>									
1. Describe health and fitness services provided in the school and community.					M				
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.					M				
3. Discuss wellness and fitness careers.					M				
<b>By the end of Grade 6, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.2.6 A. Communication</b>									
1. Summarize health information from a variety of valid and reliable health resources.							M		
2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience .							M		
3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.							M		
4. Describe and demonstrate active and reflective listening.							M		
5. Compare and contrast the economic and social purposes of health messages presented in the media.							M		
<b>2.2.6 B. Decision Making</b>									

1. Demonstrate effective decision making in health and safety situations.										M		
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.										M		
3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.										M		
4. Explain how personal ethics influence decision making.										M		
<b>2.2.6 C. Planning and Goal Setting</b>												
1. Use health data and information to formulate health goals.										M		
2. Develop strategies to support the achievement of short and long-term goals.										M		
<b>2.2.6 D. Character Development</b>												
1. Describe actions and situations that show evidence of good character.										M		
2. Discuss the characteristics of a role model and how models influence the personal goals and ethical standards of others.										M		
<b>2.2.6 E. Leadership, Advocacy and Services</b>												
1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.										M		
2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.										M		
3. Develop and articulate a group's goals and vision.										M		
4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.										M		
5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.										M		
6. Formulate and express a position on health issues and educate peers about the health issue or cause.										M		
7. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.										M		
<b>2.2.6 F. Health Services and Careers</b>												
1. Categorize health and fitness services available in the school and community and demonstrate how to access them.										M		
2. Investigate health and fitness career opportunities.										M		
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>			
<b>2.2.8 A. Communication</b>												
1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.												M
2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.												M
3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.												M

4. Assess the use of active and reflective listening.										<b>M</b>
5. Analyze the economic and political purposes and impacts of health messages found in the media.										<b>M</b>
<b>2.2.8 B. Decision Making</b>										
1. Demonstrate and assess the use of decision-making skills in health and safety situations.										<b>M</b>
2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.										<b>M</b>
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.										<b>M</b>
4. Discuss how ethical decision making requires careful thought and action.										<b>M</b>
5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.										<b>M</b>
<b>2.2.8 C. Planning and Goal Setting</b>										
1. Analyze factors that support or hinder the achievement of personal health goals.										<b>M</b>
<b>2.2.8 D. Character Development</b>										
1. Analyze how character development can be enhanced and supported by individual, group, and team activities.										<b>M</b>
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.										<b>M</b>
3. Explain how community and public service supports the development of core ethical values.										<b>M</b>
4. Analyze personal and group adherence to student codes of conduct.										<b>M</b>
<b>2.2.8 E. Leadership, Advocacy and Services</b>										
1. Demonstrate the ability to function effectively in both leadership and supportive roles.										<b>M</b>
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.										<b>M</b>
3. Develop and articulate a group's goals, shared values, and vision.										<b>M</b>
4. Plan and implement volunteer activities to benefit a health organization or cause.										<b>M</b>
5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.										<b>M</b>
<b>2.2.8 F. Health Services and Careers</b>										
1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.										<b>M</b>
2. Compare and contrast preparation and job requirements for health and fitness careers.										<b>M</b>
<b>2.3 Drugs and Medicines</b>										
<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.3.2 A. Medicines</b>										
1. Identify different kinds of medicines.		<b>M</b>								

2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.			M							
3. Discuss basic rules when taking medicines.			M							
<b>2.3.2 B. Alcohol, Tobacco and Other Drugs</b>										
1. Define drug and give examples of harmful and/or illegal drugs.			M							
2. Explain that tobacco use contributes to lung diseases and fires.			M							
3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.			M							
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes.			M							
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.			M							
<b>2.3.2 C. Dependency/Addiction and Treatment</b>										
1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.			M							
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.			M							
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.3.4 A. Medicines</b>										
1. Distinguish between over-the-counter and prescription medicines.				M						
2. Identify commonly used medicines and discuss why they are used.				M						
3. Discuss the importance of taking medicines as ordered not sharing medicines with others, and reporting any side effects to a trusted adult.				M						
<b>2.3.4 B. Alcohol, Tobacco, and Other Drugs</b>										
1. Explain why it is illegal to use or possess certain drugs/substances.					M					
2. Describe the short and long-term physical effects of tobacco use.					M					
3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.					M					
4. Identify the short and long-term physical and behavioral effects of alcohol use and abuse.					M					
5. Identify the physical and behavioral effects of marijuana use.					M					
6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.					M					
<b>2.3.4 C. Dependency/Addiction and Treatment</b>										
1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.					M					
2. Identify where individuals with a substance abuse problem can get help.					M					
3. Differentiate among drug use, abuse, and misuse.					M					
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.					M					
<b>By the end of Grade 6, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.3.6 A. Medicines</b>										
1. Discuss factors to consider when choosing an over-the-counter medicine.							M			
2. Discuss medicines used to treat common diseases and health conditions.							M			

3. Discuss the safe administration and storage of over-the-counter and prescription medicines.									M		
4. Describe factors that impact the effectiveness of a medicine.									M		
<b>2.3.6 B. Alcohol, Tobacco, and Other Drugs</b>											
1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.									M		
2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.									M		
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.									M		
4. Discuss the short and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.									M		
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.									M		
6. Describe the physical and behavioral effects of each classification of drugs.									M		
7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.									M		
8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.									M		
<b>2.3.6 C. Dependency/Addiction and Treatment</b>											
1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.									M		
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.									M		
3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.									M		
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.									M		
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>		
<b>2.3.8 A. Medicines</b>											
1. Compare and contrast commonly used over-the-counter medicines.											M
2. Classify commonly administered medicines and describe the potential side effects of each classification.											M
3. Recommend safe practices for the use of prescription medicines.											M
4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.											M
<b>2.3.8 B. Alcohol, Tobacco, and Other Drugs</b>											
1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.											M
2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.											M
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.											M

4. Analyze how the use and abuse of alcohol impacts thinking, reaction, time, and behavior.									<b>M</b>	
5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.									<b>M</b>	
6. Compare and contrast the physical and behavioral effects of each classification of drugs.									<b>M</b>	
7. Analyze health risks associated with injecting drug use.									<b>M</b>	
8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.									<b>M</b>	
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STD's.									<b>M</b>	
<b>2.3.8 C. Dependency/Addiction and Treatment</b>										
1. Analyze the physical, social, and emotional indicators and stages of dependency.									<b>M</b>	
2. Discuss ways to quit using substances and discuss factors that support the ability to quit.									<b>M</b>	
3. Analyze factors that influence the use and abuse of alcohol, tobacco, and other drugs.									<b>M</b>	
4. Describe how substances abuse affects the individual, the family, and the community.									<b>M</b>	
5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.									<b>M</b>	
6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.									<b>M</b>	
<b>2.4 Human Relationships and Sexuality</b>										
<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.4.2 A. Relationships</b>										
1. Identify different kinds of families and explain that families may differ for many reasons.		<b>M</b>								
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.		<b>M</b>								
3. Explain that families experiencing a change or crisis can get help if they need it.		<b>M</b>								
4. Define friendship and explain that friends are important throughout life.	<b>M</b>									
5. Identify appropriate ways for children to show affection and caring.	<b>M</b>									
<b>2.4.2 B. Sexuality</b>										
1. Explain the physical differences and similarities of the genders.			<b>M</b>							
<b>2.4.2 C. Pregnancy and Parenting</b>										
1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.		<b>M</b>								
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.4.4 A. Relationships</b>										
1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.				<b>M</b>						
2. Compare the roles, rights, and responsibilities of various family members.				<b>M</b>						

3. Discuss ways that families adjust to changes in the nature or structure of the family.					M				
4. Discuss how culture and tradition influence personal and family development.					M				
5. Discuss factors that support healthy relationships with friends and family.					M				
6. Describe the characteristics of a friend.					M				
7. Describe appropriate ways to show affection and caring.					M				
<b>2.4.4 B. Sexuality</b>									
1. Describe the physical, social, and emotional changes occurring at puberty.						M			
2. Discuss why puberty begins and ends at different ages for different people.						M			
<b>2.4.4 C. Pregnancy and Parenting</b>									
1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.						M			
2. Discuss how the health of the birth mother impacts the development of the fetus.						M			
<b>By the end of Grade 6, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.4.6 A. Relationships</b>									
1. Compare and contrast the interconnected and cooperative roles of family members.							M		
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.							M		
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.							M		
4. Describe how peer relationships may change during adolescence.							M		
5. Discuss different forms of dating and explain the role of dating in personal growth.							M		
<b>2.4.6 B. Sexuality</b>									
1. Describe the individual growth patterns of males and females during adolescence.							M		
2. Discuss strategies to remain abstinent and resist pressures to become sexuality active.								M	
3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.								M	
4. Describe behaviors that place one at risk for HIV/AIDS, STD's, or unintended pregnancy.								M	
5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.								M	
6. Discuss how parents, peers, and the media influence attitudes about sexuality.								M	
<b>2.4.6 C. Pregnancy and Parenting</b>									
1. Discuss fertilization, embryonic development, and fetal development.								M	
2. Describe the signs and symptoms of pregnancy.								M	
3. Recommend prenatal practices that support a healthy pregnancy.								M	
4. Discuss the potential challenges faced by adolescent parents and their families.								M	
5. Recommend sources of information and help for parents.								M	
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.4.8 A. Relationships</b>									
1. Compare and contrast the current and historical role of marriage and the family in community and									M



<b>2.5 Motor Skill Development</b>									
<b>By the end of Grade 2, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.5.2 A. Movement Skills</b>									
1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.	M								
2. Demonstrate smooth transitions between sequential movement skills used in combination.			M						
3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.		M							
4. Move in personal and general space at different levels, directions, and pathways.	M								
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.	M								
6. Change the effort (force, flow, energy) or range (extension) of a movement such as a dance partner, obstacle, smaller target, or larger space.		M							
7. Change in movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.		M							
8. Respond appropriately to verbal and visual cues during physical activity.	M								
9. Correct movement errors in response to music, poetry, or stories.	M								
10. Demonstrate the use of creative movement in response to music, poetry, or stories.			M						
<b>2.5.2 B. Movement Concepts</b>									
1. Identify body planes and parts.			M						
2. Explain how changes in direction, pathways and levels can alter movement.			M						
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.			M						
4. Distinguish between personal and general space.	M								
5. Explain verbal and visual cues used to improve skill performance.		M							
6. Define and use basic movement vocabulary to describe physical activity.		M							
<b>2.5.2 C. Strategy</b>									
1. Differentiate between competitive and cooperative strategies.	A	I	M						
<b>2.5.2 D. Sportsmanship, Rules, and Safety</b>									
1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.	M								
2. Follow basic activity and safety rules and explain why they are important.		M							
3. Explain that practice and being healthy contribute to safe and improved performance.			M						
<b>2.5.2 E. Sport Psychology</b>									
1. Explain that mental attitude influences physical performance.			M						
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.5.4 A. Movement Skills</b>									
1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.					M				
2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g.,					M				

creative dance, gymnastics routine, trap-dribble-shoot).									
3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.					M				
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.					M				
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.					M				
6. Change the effort or range of a movement skill or combination to improve performance.					M				
7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance, partner, teammate), objects, and physical boundaries.					M				
8. Respond appropriately to visual and verbal cues during physical activity.					M				
9. Correct movement errors in response to feedback and explain how the change improves performance.					M				
10. Apply a learned skill to another movement setting.									
11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.					M				
<b>2.5.4 B. Movement Concepts</b>									
1. Discuss the importance of proper body mechanics when performing movement skills.					M				
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.					M				
3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps)					M				
4. Discuss ways to refine and increase control when performing movement skills.					M				
5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).					M				
6. Explain how a movement skill can be used in another movement setting.					M				
7. Give examples of verbal and visual cues used to improve movement skill performance.					M				
8. Define and use skill and activity-specific vocabulary.					M				
<b>2.5.4 C. Strategy</b>									
1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.					M				
<b>2.5.4 D. Sportsmanship, Rules, and Safety</b>									
1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.					M				
2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants and follow the rules during physical activity.					M				
3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.					M				
<b>2.5.4 E. Sport Psychology</b>									
1. Describe a variety of mental strategies used to prepare for physical activity.					M				

<b>By the end of Grade 6, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.5.6 A. Movement Skills</b>									
1. Demonstrate developmentally appropriate form when using movement skills in applied settings.							M		
2. Demonstrate the use of force and motion to impact the quality of physical movement.							M		
3. Employ the principles of space, effort, and relationships to modify movement.						M			
4. Modify movement in response to dynamic, interactive environments.						M			
5. Use visual and verbal cues to improve performance during a physical activity.							M		
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.							M		
7. Apply a learned skill to another movement setting.						M			
8. Perform planned movement sequences based on a theme and using rhythm or music.							M		
<b>2.5.6 B. Movement Concepts</b>									
1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.							M		
2. Discuss how the principles of force and motion impact the quality of movement.							M		
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.							M		
4. Describe how to refine an increase control when performing movement skills.							M		
5. Discuss how to modify movement in response to dynamic, interactive environments.							M		
6. Analyze how a movement skill can be transferred to another movement setting.							M		
7. Discuss how practice, regular participation, and appropriate feedback improve performance.							M		
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.							M		
<b>2.5.6 C. Strategy</b>									
1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.							M		
<b>2.5.6 D. Sportsmanship, Rules, and Safety</b>									
1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.							M		
2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.							M		
3. Select, use, and care for equipment used during physical activity.						M			
<b>2.5.6 E. Sport Psychology</b>									
1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.							M		
<b>By the end of Grade 8, students will:</b>									
<b>2.5.8 A. Movement Skills</b>									
1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.								M	
2. Demonstrate how equilibrium, rotation, and range of motion impact performance.								M	

3. Apply the impact of various applications of force and motion during physical activity.									M	
4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.									M	
5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.									M	
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.									M	
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretive dance, tai chi).									M	
<b>2.5.8 B. Movement Concepts</b>										
1. Describe how equilibrium, rotation, and range of motion impact performance.									M	
2. Analyze the application of balance and counterbalance when performing or observing movement skills.									M	
3. Compare and contrast the use of space and flow in physical activities.									M	
4. Summarize how movement can be made more interesting, creative, or effective.									M	
5. Discuss the stages of movement skill development and the importance of practice.									M	
6. Describe the influence of history and culture on games, sports, and dance.									M	
<b>2.5.8 C. Strategy</b>										
1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.									M	
<b>2.5.8 D. Sportsmanship, Rules, and Safety</b>										
1. Analyze participant and observer behaviors for evidence of good sportsmanship.									M	
2. Employ general and activity-specific rules and analyze their impact on participation.									M	
<b>2.5.8 E. Sport Psychology</b>										
1. Use specific strategies, including visualizations and positive self-talk, to prepare for physical activity and assess their effectiveness.									M	
<b>2.6 Fitness</b>										
<b>By the end of Grade 2, students will:</b>										
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.6.2 A. Fitness and Physical Activity</b>										
1. Identify the components of health-related and skill-related fitness and identify activities that develop each component.		M								
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.		M								
<b>2.6.2 B. Training</b>										
1. Explain that too much or not enough exercise can be harmful.	M									
2. Explain that participation in regular physical activity contributes to wellness.	M									
<b>2.6.2 C. Achieving and Assessing Fitness</b>										
1. Engage in moderate to vigorous physical activity that develops all components of fitness.		M								

2. Monitor heart rate and breathing before, during, and after exercise.			M						
3. Develop a fitness goal and monitor achievement of the goal.			M						
<b>By the end of Grade 4, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.6.4 A. Fitness and Physical Activity</b>									
1. Discuss the importance of regular physical activity.				M					
2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.					M				
3. Describe how body systems respond to vigorous exercise.					M				
4. Discuss factors such as heredity, training, and diet that influence fitness.					M				
5. Describe how technology has improved fitness activities.					M				
<b>2.6.4 B. Training</b>									
1. Discuss the importance of regular physical activity.				M					
2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.					M				
3. Explain that using performance-enhancing substances, including anabolic steroids and supplements may be unsafe and illegal.					M				
<b>2.6.4 C. Achieving and Assessing Fitness</b>									
1. Engage in moderate to vigorous physical activity that develops all components of fitness.				M					
2. Maintain continuous aerobic activity for a specified time period.				M					
3. Monitor physiological responses before, during, and after exercise.					M				
4. Develop a health-related fitness goal and use technology to track fitness status.					M				
5. Demonstrate age and gender-specific progress towards improving each component of fitness.				M					
6. Demonstrate safe and appropriate techniques while engaging in fitness activities.				M					
<b>By the end of Grade 6, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>2.6.6 A. Fitness and Physical Activity</b>									
1. Describe the physical, social, and emotional benefits of regular physical activity.						M			
2. Differentiate among activities that improve skill fitness versus health-related fitness.							M		
3. Describe how body systems adapt over time to regular physical activity.							M		
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.							M		
5. Investigate technological advances that impact physical activity and fitness.							M		
6. Describe the relationship between physical activity, healthy eating, and body composition.							M		
<b>2.6.6 B. Training</b>									
1. Discuss the relationship between practice, training, and injury prevention.							M		
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.							M		
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.							M		

4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.								M		
<b>2.6.6 C. Achieving and Assessing Fitness</b>										
1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.								M		
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.								M		
3. Monitor physiological indicators before, during, and after exercise.								M		
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.								M		
5. Demonstrate age and gender-specific progress towards improving each component of fitness.								M		
<b>By the end of Grade 8, students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
<b>2.6.8 A. Fitness and Physical Activity</b>										
1. Summarize the potential short and long-term physical, social, and emotional benefits of regular physical activity.									M	
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.									M	
3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.									M	
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.									M	
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.									M	
6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.									M	
<b>2.6.8 B. Training</b>										
1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.									M	
2. Apply training principles to establish a progression of activity that will improve each component of fitness.									M	
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.									M	
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.										M
<b>2.6.8 C. Achieving and Assessing Fitness</b>										
1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.									M	
2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.									M	
3. Monitor physiological responses before, during, and after exercise and compare changes.									M	
4. Use health data and information from internal/external sources to develop a personal fitness plan.									M	
5. Demonstrate age and gender-specific progress towards improving each component of fitness.									M	

