

K-3	
4-5	
6-8	
9-12	

GRADE 1 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

A. Personal Health B. Growth and Development		C. Nutrition D. Diseases and Health Conditions		E. Safety F. Social and Emotional Health	
Benchmarks By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:		Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:		Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:	
A. 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.		Demonstrate techniques of good personal hygiene and care in order to prevent the catching and spreading of disease.		With a partner, construct a list of communicable and non-communicable diseases and how to care for and prevent them. Have students discuss diseases that they have had. / Observation, questioning and self-assessment.	
B. Describe similarities and differences among children are alike and how they are different.		Identify personal traits that all humans possess. From this list, explain ways that such characteristics vary from one person to the next.		Role-play the differences that are apparent from person to person. An example would be height. (Small groups) / Using a computer program, draw the various characteristics that make a person unique. (Eye color, hair shade, body type,) etc. / Demonstrations, observations, art displays.	
C. Sort foods according to food groups and food sources.		Recognize the food pyramid and what the different categories of food are.		List and categorize the foods consumed over a two-day period. Place them into the appropriate food pyramid category. (small group) / Chart, observation, self assessment, group assessment	
D. Explain the difference between communicable and non-communicable diseases.		Understand that the of diseases may occur in different ways.		Construct a web demonstrating how a communicable disease could travel from person to person. / Group interaction, small group work, guided questioning.	

GRADE 1 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle

A. Personal Health	C. Nutrition	E. Safety
B. Growth and Development	D. Diseases and Health Conditions	F. Social and Emotional Health

Benchmarks By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:	Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:	Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:
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E. Explain and demonstrate simple first aid procedures. Including getting help and calling 911, knowing personal information such as address and phone numbers, avoiding contact with blood and other body fluids, and caring for small cuts.	Demonstrate elementary first aid procedures and common sense responses to everyday emergencies in the home, school, and community.	Model how to take care of a nosebleed, scratch, insect bite and other common injuries. / Small group work, role-play, discussion.
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F. Recognize various emotions and demonstrate sympathy and empathy.	Identify specific emotions and recognize how they are expressed in various situations at different developmental stages from infancy through old age.	Share the different kinds of feelings that people experience (happy, sad, scared, and excited). Draw pictures that show a certain kind of feeling, and through story telling, discuss with class. / Oral presentation, artwork display, peer review.
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RESOURCES

1. *Texts*
2. *Books*
3. *Charts, paper and writing instrument (for teachers use)*
4. *Materials*
5. *Computer – internet*

GRADE 1 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

**A. Communication
B. Decision Making**

**C. Planning and Goal Setting
D. Character Development**

**E. Leadership, Advocacy and Service
F. Health Services and Careers**

Benchmarks

By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Students Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:

A. Express ideas and opinions about wellness issues.

Identify healthy activities which may provide enjoyment, challenge, self expression, and/or stress reduction.

Participate in a variety of activities, and describe how they help advance the body, mind, and spirit. /

Oral questioning, observation, active representation.

B. Discuss how parents, peers, and the media influence health decisions.

Know that choices are made via information, both conscious and subconscious, from sources that are influential in one's life.

Role-play different situations where persuasive personalities or attractive marketing can sway the way a person makes personal decisions. /

Media display oral explanation, observation.

C. Consider a wellness goal, and determine if it is truly reachable or unreasonable.

Identify and explain why some people choose unrealistic goals and what happens when they fail to reach them.

Discuss the characteristic of personal wellness looks and feels and obtaining ways to reach and maintain such a state. /

Individual or group participation.

D. Define character, values, and integrity; express the respect young people can attain when displaying this characteristics.

Discuss the difficulties individuals encounter when, "doing the right thing is not cool".

Role play various scenes depicting doing the honest, noble thing and how not acting in this way will only cause more harm. /

Students' performance, teacher observation.

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Benchmarks

By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:

Students Activities/Evidence

The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:

E. Identify the factors that lead to group success and help solve group problems.

Compare and contrast communication, cooperation, and compromise when seeking resolution for a group difficulty.

Create situations where group dynamics leads to either an equitable agreeable solution, or resolution and chaos. /

Self-assessment, peer assessment teacher evaluation.

F. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

Analyze the characteristics of valid health- and safety- related information, products, and services.

In groups, students will search out discovery questions through an interview project using a tape recorder and teacher made book of divergent questions about health professions and their job responsibilities. /

Brainstorming, observation, oral questioning.

RESOURCES

1. Texts
2. Books
3. Materials
4. Tape recorder
5. Computer

GRADE 1 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

A. Medicines			B. Alcohol, Tobacco and Other Drugs			C. Dependency/Addiction and Treatment		
Benchmarks			Grade Specific Concepts/Skills			Students Activities/Evidence		
By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:			By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:		
A. Explain medicines can be helpful or harmful and that when used correctly, medicines can help keep one healthy.			Discuss the effects of medicine on the body and the mind, how they are obtained and properly used.			Formulate a list of commonly-used drugs and discuss how each is obtained – either over the counter or by doctor's prescription. / Small group work, peer review teacher observation.		
B. Explain how tobacco use contributes to lung diseases and fires.			Tell how avoiding the use of tobacco products contributes to good life practices.			Prepare a chart of good and bad reasons why people smoke. Decide if this is really a worthwhile habit. Pros and cons of smoking/ Small group work, charts to share with all members of class, teacher observation.		
C. Explain that people who abuse alcohol, tobacco, and other drugs can get help.			Identify the individuals and agencies that are health advocates – especially in the area of drugs, alcohol, and tobacco.			Observe and listen to guest speakers who are experts in the field or persons who have had adverse experiences with these destructive products. / Oral questioning, participation, observation.		
RESOURCES								
<ol style="list-style-type: none"> 1. Textbooks 2. Handouts 3. Charts 4. Guest Speakers 5. Tape recorder 6. Computer 								

GRADE 1 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships			B. Sexuality			C. Pregnancy and Parenting		
Benchmarks By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:		
A. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.			Identify various family members, and describe the roles and responsibilities of each.			Role-play the stereotypical actions of various family members around the dinner table. / Presentations, observations, self-assessment.		
B. Explain the physical differences of genders as puberty begin to occur.			Define puberty and identify the age at which it occurs and the physical and emotional changes one experiences.			Using an outline model of the human body, draw the physical changes that begin to take place during puberty. Discuss the emotional response that could possibly happen when this change of life occurs. / Oral presentation, visual representations, oral questioning.		
C. Explain that the formative years, birth through seven, are a time of enormous physical, mental, and psychological growth.			Understand that human beings goes through significant reconstruction phases			Think about the human body and mind and how it displays. Relate personal experience to illustrate these changes. / Oral presentation, illustrations, guided questioning.		

RESOURCES

1. Textbooks
2. Materials – paper, pencils, arts and crafts supplies.
3. Internet
4. Computer
5. Tape recorder

GRADE 1 Comprehensive Health and Physical Education 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 B. Movement Concepts			C. Strategy D. Sportsmanship, Rules and Safety			E. Sports Psychology		
Benchmarks By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			Students Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:		
A. Demonstrate smooth transitions between sequential movements skills used in combination.			Demonstrate the ability to distinguish between different movement patterns.			Perform correct foot patterns when combining two or three of the following skills – hopping, jumping, and skipping, leaping, galloping and sliding. / Teacher observation, checklist.		
B. Explain how changes in directions, pathways and levels can alter movement.			Apply elements of shapes, pathways, and levels to perform movement sequences.			Perform physical activities and demonstrate awareness of personal and general space while moving in a variety of levels and directions. / Teacher observation, students' participation.		
C. Recognize that player placement and prearranged movement patterns can lead to efficient and effective team play.			Employ various formations to utilize players' abilities and field space to maximize unit performance.			Diagram sets of player locations and then place on playing field for visual reference and reinforcement. / Group discussion, questions and answers.		
D. Follow basic activity and safety rules and explain their importance.			Learn and understand that gymnasium and classroom rules and regulations are imperative to safe and efficient class participation.			Create the rules and regulations, offered by the students, for use in each class. / Debrief and discuss benefits following the collection of individual thoughts.		
E. Discuss how emotions enter into the realm of sports.			Recognize how the feelings of happiness, anger, thrill, and sadness become apparent in athletic competition.			Videotape students engaged in a competitive activity. Analyze the film as a group and discuss the verbal and body emotions given. / Teacher students' checklist and open discussion and evaluation.		

RESOURCES

1. Gymnasium or large space conducive to movement
2. Equipment – balls, jump ropes, cones, etc.
3. Video recorder and television

GRADE 1 Comprehensive Health and Physical Education 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			B. Training			C. Achieving and Assessing Fitness		
Benchmarks			Grade Specific Concepts/Skills			Students Activities/Evidence		
By the end of Grade 1 at developmentally appropriate levels of increasing complexity and skill, all students should:			By the end of the grade level listed above, to meet Grade 1 benchmarks, all students should be able to do the following using increasingly complex materials linked to increasingly skilled performance:			The following are examples of tasks/classroom assessments that provide evidence of a students' progress toward proficiency:		
A. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.			Recognize that the body has defense mechanisms that protect it during strenuous exercise.			Monitor and chart heart rates during sessions of moderate and heavy physical activity. / Recording of results and discussion as to what they mean.		
B. Explain that participation in regular physical activity contributes to wellness.			Participate in a variety of fitness related games and recognize a relationship between games and fitness.			Discuss the positive affects that a game or play activity has on physical fitness and health after completion of event. / Small groups, class response, peer and teacher assessment.		
C. Monitor heart rate and breathing before, during, and after exercise.			Compete in intense activity and recognize differences in involuntary bodily behaviors.			Chart and graph with a partner differing effects that occur before, during and after physical exertion. / Observation, class discussion, record keeping.		
RESOURCES								
<ol style="list-style-type: none"> 1. Gymnasium or space for activity 2. PE equipment – ropes, balls, scooters, cones, etc. 3. Video recorder and television 								