

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

GRADE K *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 Kindergarten at developmentally appropriate levels of increasing complexity and skill, all students should be able to :

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Kindergarten 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 students' progress toward proficiency:

A. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.	List qualities and traits that equate into feeling good and how to control and include them in one's life.	Compare and contrast safe and harmful practices. / Observation, questioning and self assessment.
B. Name and locate body organs and parts.	Identify the major body parts and organs (heart, lungs, brain, and stomach) and know where they are located.	Trace a student's body on paper and label or draw the major body organs. (small groups) / Using a computer program, draw and label body organs. / Demonstration, observation, art display.
C. Explain why some foods are healthier to eat than others.	Differentiate between junk food and nutritious consumption.	Prepare a healthy snack from his/her culture to help recognize the influence of culture on eating habits. (small group) / Demonstration, observation, self assessment.
D. Explain why diseases and health conditions need to be detected and treated early.	Realize that some diseases are better controlled when treated at an early stage.	Discuss and reflect on how it feels when something is not quite right with one's health. / Group interaction, small group work, and guided questioning.

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

E. 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.

Develop a safety plan to anticipate and react to potentially hazardous situations.

Generate scenarios involving danger is possible and list what to do to avoid them. /

Small group work, role play, and discussion.

F. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.

Develop an awareness of personal health needs.

Reflect on questions dealing with the wants, needs and desires that all people share. /

From their own responses, share their thoughts with the class. /

Oral presentation, self assessment, peer review.

RESOURCES

1. *Textbooks*
2. *Charts, paper and writing instrument (for teacher's use)*
3. *Materials*
4. *Computer-internet*

GRADE K 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 Kindergarten at developmentally appropriate levels of increasing complexity and skill, all students should be able to:			Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Kindergarten 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 students' progress toward proficiency:		
A. Identify sources of health information.			Identify individuals and community agencies that advocate for an individual's, family and community health.			Invite a community health helper to the classroom (doctor, nurse, police officer. / Oral questioning, observation, visual representation.		
B. Explain the steps to make an effective health decision.			Know family, school and community rules that protect and promote health and safety.			Create a poster about school, family, and community rules. Reflect and share with class. / Art display, oral explanation, observation		
C. Develop a wellness goal, and explain why setting a goal is important.			Identify and explain the reachable characteristics to ones personal healthy lifestyle and why these are important for now and the future.			Identify ways to achieve and maintain listed goals. / Individual or group participation.		
D. Explain how a person's character and values are reflected in ways one thinks, feels, and acts.			Discuss the factors that influence human behavior.			Role-play various scenes depicting the inner self and how it is expressed to others. / Student's performance, teacher observation.		
E. Act as a leader and a follower.			Compare and contrast the status one achieves throughout the different stages of life and how that can suddenly change depending on who joins the group.			Create situations where a leader suddenly becomes the subordinate with the addition of a new group member. / Self assessment, peer assessment, teacher evaluation.		

GRADE K 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 Kindergarten at developmentally appropriate levels of increasing complexity and skill, all students should be able to:

Grade Specific Concepts/Skills

By the end of the grade level listed above, to meet Kindergarten 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 students' progress toward proficiency:

F. Discuss how community helpers and healthcare workers contribute to personal and community wellness.

Know a variety of methods of attaining accurate health information and ideas and who to contact.

List community agencies and services to formulate a public directory. /

Visual representation, observation and oral questioning.

RESOURCES

1. Texts
2. Books
3. Charts , paper and writing instrument (for teacher's use)
4. Materials
5. Computer-internet

GRADE K 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.

GRADE K 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 By the end of Kindergarten 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 Kindergarten 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 students' progress toward proficiency:
A. Identify different kinds of medicines.	Name and explain the purpose for medications that the students have already used in his/her life.	Create a chart of the various medicines known by the students and have the entire class combine them into categories as to effect on the body. / Debrief and discuss benefits of the activity, peer review.
B. Define “drug” and give examples of harmful and/or illegal drugs.	Discuss: 1. Where do drugs come from, 2. What drugs do to the body and 3. The difference between use and misuse.	Prepare, in small groups, thoughts and ideas on why drugs are in our society. Include the good and bad reasons for using them. / Small group work, charts to share with all members of class and teacher observation.
C. Explain why some people cannot control their use of alcohol, tobacco, and other drugs.	Recognize that drugs are powerful substances and if used incorrectly, may cause problems.	View age/grade appropriate video on the use/misuse of drugs in our society. Discuss as a group what this means for the students now and in their future. / Oral questioning and participation, observation, performance activity.
RESOURCES		
<ol style="list-style-type: none"> 1. Handouts 2. Charts 3. Guest Speakers 4. Materials 5. Computer-internet 		

GRADE K 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 Kindergarten 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 Kindergarten 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 students' progress toward proficiency:		
A. Explain why different kinds of families and explain that families may differ for many reasons.			Identify various family structures and why differences may be evident.			Through story telling or web, student will tell about his/her families including some history about his/her cultural background. / Presentation, observation, self assessment.		
B. Explain the physical differences and similarities of the genders.			Identify physical similarities and differences between females and males.			Using a variety of materials (cotton balls, straws, yarn, glue, colored paper, scissors), student will create a picture of themselves. Then, working in groups they will discuss the physical similarities between boys and girls, and share with classmates. / Oral presentation, visual representations, oral questioning.		
C. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.			Understand that a baby grows in the mothers' womb, and upon birth are completely dependent on the mother for life sustaining activity and support. (Compare to other animal, horse.)			Tell or illustrate how parents or caregivers meet their basic needs (food, shelter, and clothing). / Oral presentation, illustration, guided questioning.		
RESOURCES								
<ol style="list-style-type: none"> 1. Handouts 2. Charts 3. Guest Speakers 4. Materials 5. Computer-internet 								

GRADE K 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 Kindergarten 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 Kindergarten 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 students' progress toward proficiency:		
A. Perform movement skills, (locomotors, non-locomotors, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.			Demonstrate, through in simple sequences and games, competence in locomotor and non-locomotor movements to perform skills common to a variety of sports and dances.			Apply knowledge of basic movement skills to move in personal and general space, move to various rhythms, and perform: walking, running, hopping, jumping, and sliding. / Teacher observation, checklist.		
B. Identify body planes and parts.			Recognize and apply movement concepts of pathways, levels, directions, and ranges that affect quality of performance.			Recognize movement patterns and how to safely change directions. / Teacher observation, student's participation.		
C. Differentiate between competitive and cooperative strategies.			Define the terms "competition" and "cooperation" and explain how they apply to the strategies of being successful.			Participate in different physical activities that require teamwork, then debrief upon why teams won or lost based on the way one interacted. / Group discussion, questions and answers.		
D. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.			Understand the importance of demonstrating sensitivity toward individuals from a number of different skill and ability levels.			Participate in multicultural games and dances. Include students of varying ability levels. / Debrief and discuss benefits following the activity.		

GRADE K 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.

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E. Explain how mental attitude influences physical performance.			Demonstrate the ability to think through a physical behavior and the reasons why action and reaction are maximized when properly understood.			Perform a physical skill, and then analyze it. Repeat skill after discussing how it could have been better. / Teacher, student's checklist, and open discussion evaluation.		
RESOURCES								
<ol style="list-style-type: none"> 1. <i>Gymnasium or large space conducive to movement</i> 2. <i>Equipment – balls, jump ropes, cones, etc.</i> 3. <i>Video recorder and television</i> 								

GRADE K 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 By the end of Kindergarten 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 Kindergarten 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 students' progress toward proficiency:		
A. Identify the components of health-related and skill-related fitness, and identify activities that develop each component.			Recognize activities that promote physical fitness components.			Discuss in a group their favorite health-enhancing activity. / Verbal response.		
B. Explain how too much or not enough exercise can be harmful.			Recognize and associate changes that occur in the body during physical activity. Discuss how one feels during physical exertion and when the proper time is to stop.			Participate in an aerobic exercise, remember and share with class the different physical stages the body apparently went through. / Small groups, class response, peer and teacher assessment.		
C. Engage in moderate to vigorous physical activity that develops all components of fitness.			Participate regularly in health-enhancing physical activities, and demonstrate which activities can be performed during Physical Education class, recess, and after school.			Discuss why they chose a particular activity, when they do it and how they feel afterwards. / Observation, class discussion.		
RESOURCES								
<ol style="list-style-type: none"> 1. <i>Gymnasium or space for activity</i> 2. <i>PE equipment – ropes, balls, scooters, cones, etc.</i> 3. <i>Video recorder and television</i> 								