

**Ocean Gate Elementary School
Comprehensive Health and Physical Education
Curriculum**

Adopted:

April 29, 2009

Note: This version of the Ocean Gate Comprehensive Health and Physical Education Curriculum has been aligned to the most recent, 2004-2005 State Board adopted version of the New Jersey Core Curriculum Content Standards.

Comprehensive Health and Physical Education

2.1 Wellness: All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Strands

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

2.2 Integrated Skills: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Strands

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy and Service
- F. Health Services and Careers

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.

Strands

- A. Medicines
- B. Alcohol, Tobacco and Other Drugs
- C. Dependency/Addiction and Treatment

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.

Strands

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

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

Strands

- A. Movement Skills
- B. Movement Concepts
- C. Strategy
- D. Sportsmanship, Rules, and Safety
- E. Sport Psychology

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

Strands

- A. Fitness and Physical Activity
- B. Training
- C. Achieving and Assessing Fitness

Kindergarten- 2nd Grade

Strands and Cumulative Progress Indicators

2.1:

By the end of **Grade 2**, students will:

A. Personal Health

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
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.

B. Growth and Development

1. Name and locate body organs and parts.
2. Describe how children are alike and how they are different.

C. Nutrition

1. Explain why some foods are healthier to eat than others.
2. Sort foods according to food groups and food sources.
3. Explain what information can be found on food and product labels.

D. Diseases and Health Conditions

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases.
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.

E. Safety

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.
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.
3. Distinguish among "good/safe touch," "bad/unsafe touch," and "confusing touch" and explain what to do if touching causes uncomfortable feelings.
4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
5. Identify warning labels found on medicines and household products.

F. Social and Emotional Health

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.

3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

Strands and Cumulative Progress Indicators

2.2:

By the end of **Grade 2**, students will:

A. Communication

1. Identify sources of health information.
2. Express ideas and opinions about wellness issues.
3. Explain when and how to use refusal skills in health and safety situations.
4. Demonstrate effective communication and listening skills.

B. Decision Making

1. Explain the steps to making an effective health decision.
2. Discuss how parents, peers, and the media influence health decisions.

C. Planning and Goal Setting

1. Develop a wellness goal and explain why setting a goal is important.

D. Character Development

1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

E. Leadership, Advocacy and Service

1. Act as a leader and a follower.
2. Identify factors that lead to group success and help solve group problems.
3. Motivate group members to work together and provide constructive feedback.
4. Demonstrate respect for varying ideas and opinions.
5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.

F. Health Services and Careers

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.
2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

Strands and Cumulative Progress Indicators

2.3:

By the end of **Grade 2**, students will:

A. Medicines

1. Identify different kinds of medicines.
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.

3. Discuss basic rules when taking medicines.

B. Alcohol, Tobacco and Other Drugs

1. Define drug and give examples of harmful and/or illegal drugs.
2. Explain that tobacco use contributes to lung diseases and fires.
3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

C. Dependency/Addiction and Treatment

1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Strands and Cumulative Progress Indicators

2.4:

By the end of **Grade 2**, students will:

A. Relationships

1. Identify different kinds of families and explain that families may differ for many reasons.
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Explain that families experiencing a change or crisis can get help if they need it.
4. Define friendship and explain that friends are important throughout life.
5. Identify appropriate ways for children to show affection and caring.

B. Sexuality

1. Explain the physical differences and similarities of the genders.

C. Pregnancy and Parenting

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.

Strands and Cumulative Progress Indicators

2.5:

By the end of **Grade 2**, students will:

A. Movement Skills

1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
2. Demonstrate smooth transitions between sequential movement skills used in combination.

3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
4. Move in personal and general space at different levels, directions, and pathways.
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.
6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.
7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
8. Respond appropriately to verbal and visual cues during physical activity.
9. Correct movement errors in response to feedback.
10. Demonstrate the use of creative movement in response to music, poetry, or stories.

B. Movement Concepts

1. Identify body planes and parts.
2. Explain how changes in direction, pathways and levels can alter movement.
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
4. Distinguish between personal and general space.
5. Explain verbal and visual cues used to improve skill performance.
6. Define and use basic movement vocabulary to describe physical activity.

C. Strategy

1. Differentiate between competitive and cooperative strategies

D. Sportsmanship, Rules and Safety

1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
2. Follow basic activity and safety rules and explain why they are important.
3. Explain that practice and being healthy contribute to safe and improved performance.

E. Sport Psychology

1. Explain that mental attitude influences physical performance.

Strands and Cumulative Progress Indicators

2.6:

By the end of **Grade 2**, students will:

A. Fitness and Physical Activity

1. Identify the components of health-related and skill-related fitness and identify activities that develop each component.
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

B. Training

1. Explain that too much or not enough exercise can be harmful.

2. Explain that participation in regular physical activity contributes to wellness.
Engage in moderate to vigorous physical activity that develops all components of fitness.

2. Monitor heart rate and breathing before, during, and after exercise.3. Develop a fitness goal and monitor achievement of the goal.

3rd and 4th Grades

Strands and Cumulative Progress Indicators

2.1

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Personal Health

1. Describe the physical, social, and emotional dimensions of wellness.
2. Describe and demonstrate personal hygiene practices that support wellness
3. Analyze the impact of health choices and behaviors on wellness.

B. Growth and Development

1. Describe the structure and function of human body systems.
2. Describe each human life stage and the physical changes that occur at each stage.
3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

C. Nutrition

1. Differentiate between healthy and unhealthy eating patterns.
2. Classify foods by food group, food source, nutritional content, and nutritional value.
3. Interpret food product labels.
4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.

D. Diseases and Health Conditions

1. Discuss the importance of the early detection of diseases and health conditions.
2. Investigate ways to treat common childhood diseases and health conditions.
3. Explain that some diseases and health conditions are preventable and some are not.
4. Describe the signs and symptoms of diseases and health conditions common in children.
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.
6. Discuss myths and facts about mental illness.

E. Safety

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
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.
3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.

4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

F. Social and Emotional Health

1. Describe basic human needs and how individuals and families attempt to meet those needs.
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.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
5. Discuss the causes of stress and demonstrate ways to deal with stressful situations.
6. Explain and demonstrate ways to cope with rejection, loss, and separation.
7. Explain how stereotypes influence personal growth and behavior.

Strands and Cumulative Progress Indicators

2.2

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Communication

1. Explain how to determine the validity and reliability of a health resource.
2. Present health information, orally and in writing, to peers.
3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Identify and employ ways to improve listening skills.
5. Explain how to identify a health problem or issue for possible research.

B. Decision Making

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

C. Planning and Goal Setting

1. Develop a personal health goal and track progress.
2. Describe ways to support the achievement of health goals.

D. Character Development

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

E. Leadership, Advocacy and Service

1. Describe and demonstrate the characteristics of an effective leader.
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
3. Demonstrate respect for the opinions and abilities of group members.
4. Develop and articulate group goals.
5. Develop a position on a wellness issue.
6. Discuss laws and regulations created to enhance wellness.
7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

F. Health Services and Careers

1. Describe health and fitness services provided in the school and community.
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.
3. Discuss wellness and fitness careers.

2.3

A. Medicines

1. Distinguish between over-the-counter and prescription medicines.
2. Identify commonly used medicines and discuss why they are used.
3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult..

B. Alcohol, Tobacco, and Other Drugs

1. Explain why it is illegal to use or possess certain drugs/substances.
2. Describe the short- and long-term physical effects of tobacco use.
3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.
4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the physical and behavioral effects of marijuana use.
6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.

C. Dependency/Addiction and Treatment

1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
2. Identify where individuals with a substance abuse problem can get help.
3. Differentiate among drug use, abuse, and misuse.
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.

Strands and Cumulative Progress Indicators

2.4

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Relationships

1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.
2. Compare the roles, rights, and responsibilities of various family members.
3. Discuss ways that families adjust to changes in the nature or structure of the family.
4. Discuss how culture and tradition influence personal and family development.
5. Discuss factors that support healthy relationships with friends and family.
6. Describe the characteristics of a friend.
7. Describe appropriate ways to show affection and caring.

B. Sexuality

1. Describe the physical, social, and emotional changes occurring at puberty.
2. Discuss why puberty begins and ends at different ages for different people.

C. Pregnancy and Parenting

1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.
2. Discuss how the health of the birth mother impacts the development of the fetus.

2.5

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Movement Skills

1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.
2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot)
3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.
6. Change the effort or range of a movement skill or combination to improve performance.
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 boundaries.
8. Respond appropriately to visual and verbal cues during physical activity.
9. Correct movement errors in response to feedback and explain how the change improves performance.
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.

B. Movement Concepts

1. Discuss the importance of proper body mechanics when performing movement skills.
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
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).
4. Discuss ways to refine and increase control when performing movement skills.

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).
6. Explain how a movement skill can be used in another movement setting.
7. Give examples of verbal and visual cues used to improve movement skill performance.
8. Define and use skill- and activity-specific vocabulary.

C. Strategy

1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.

D. Sportsmanship, Rules and Safety

1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.

E. Sport Psychology

1. Describe a variety of mental strategies used to prepare for physical activity

2.6

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Fitness and Physical Activity

1. Discuss the physical, social, and emotional benefits of regular physical activity.
2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.
3. Describe how body systems respond to vigorous exercise.
4. Discuss factors such as heredity, training, and diet that influence fitness.
5. Describe how technology has improved fitness activities.

B. Training

1. Discuss the importance of regular physical activity.
2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.
3. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Maintain continuous aerobic activity for a specified time period.
3. Monitor physiological responses before, during, and after exercise.
4. Develop a health-related fitness goal and use technology to track fitness status.
5. Demonstrate age and gender-specific progress towards improving each component of fitness.
6. Demonstrate safe and appropriate techniques while engaging in fitness activities.

5th and 6th Grade

2.1

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Personal Health

1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.
2. Describe the appropriate use of healthcare and personal hygiene products.
3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.
4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.
5. Discuss how technology impacts wellness.

B. Growth and Development

1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.
2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.
3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.

C. Nutrition

1. Discuss factors that influence food choices.
2. Compare food choices based on nutrient content and value, calories, and cost and

create a healthy meal plan.

3. Analyze nutrition information on food packages and labels.
4. Discuss the short- and long-term benefits and risks associated with nutritional choices.

D. Diseases and Health Conditions

1. Compare and contrast methods used to diagnose and treat diseases and health conditions.
2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.
4. Discuss the use of public health strategies to prevent diseases and health conditions.
5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.

E. Safety

1. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.
2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.
4. Discuss 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.

F. Social and Emotional Health

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.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

2.2

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Communication

1. Summarize health information from a variety of valid and reliable health resources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Describe and demonstrate active and reflective listening.

5. Compare and contrast the economic and social purposes of health messages presented in the media.

B. Decision Making

1. Demonstrate effective decision making in health and safety situations.
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
4. Explain how personal ethics influence decision making.

C. Planning and Goal Setting

1. Use health data and information to formulate health goals.
2. Develop strategies to support the achievement of short- and long-term health goals.

D. Character Development

1. Describe actions and situations that show evidence of good character.
2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.

E. Leadership, Advocacy, and Service

1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
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.

3. Develop and articulate a group's goals and vision.
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.
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.
6. Formulate and express a position on health issues and educate peers about the health issue or cause.
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.

F. Health Services and Careers

1. Categorize health and fitness services available in the school and community and demonstrate how to access them.
2. Investigate health and fitness career opportunities.

2.3

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Medicines

1. Discuss factors to consider when choosing an over-the-counter medicine.
2. Discuss medicines used to treat common diseases and health conditions.
3. Discuss the safe administration and storage of over-the-counter and prescription medicines.

4. Describe factors that impact the effectiveness of a medicine.

B. Alcohol, Tobacco, and Other Drugs

1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.
2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.
4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.
6. Describe the physical and behavioral effects of each classification of drugs.
7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.

C. Dependency/Addiction and Treatment

1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.
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.

4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

2.4

A. Relationships

1. Compare and contrast the interconnected and cooperative roles of family members.
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
4. Describe how peer relationships may change during adolescence.
5. Discuss different forms of dating and explain the role of dating in personal growth.

B. Sexuality

1. Describe the individual growth patterns of males and females during adolescence.
2. Discuss strategies to remain abstinent and resist pressures to become sexually active.
3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.
5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.

6. Discuss how parents, peers, and the media influence attitudes about sexuality.

C. Pregnancy and Parenting

1. Discuss fertilization, embryonic development, and fetal development.
2. Describe the signs and symptoms of pregnancy.
3. Recommend prenatal practices that support a healthy pregnancy.
4. Discuss the potential challenges faced by adolescent parents and their families.
5. Recommend sources of information and help for parents.

2.5

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Movement Skills

1. Demonstrate developmentally appropriate form when using movement skills in applied settings.
2. Demonstrate the use of force and motion to impact the quality of physical movement.
3. Employ the principles of space, effort, and relationships to modify movement.
4. Modify movement in response to dynamic, interactive environments.
5. Use visual and verbal cues to improve performance during a physical activity.
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.

7. Apply a learned skill to another movement setting.
8. Perform planned movement sequences based on a theme and using rhythm or music.

B. Movement Concepts

1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.
2. Discuss how the principles of force and motion impact the quality of movement.
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.
4. Describe how to refine and increase control when performing movement skills.
5. Discuss how to modify movement in response to dynamic, interactive environments.
6. Analyze how a movement skill can be transferred to another movement setting.
7. Discuss how practice, regular participation, and appropriate feedback improve performance.
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.

C. Strategy

1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.

D. Sportsmanship, Rules, and Safety

1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.

2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
3. Select, use, and care for equipment used during physical activity.

E. Sport Psychology

1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

2.6

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Fitness and Physical Activity

1. Describe the physical, social, and emotional benefits of regular physical activity.
2. Differentiate among activities that improve skill fitness versus health-related fitness.
3. Describe how body systems adapt over time to regular physical activity.
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.
5. Investigate technological advances that impact physical activity and fitness.
6. Describe the relationship between physical activity, healthy eating, and body composition.

B. Training

1. Discuss the relationship between practice, training, and injury prevention.
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.

3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
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.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.
3. Monitor physiological indicators before, during, and after exercise.
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.