

# PHYSICAL EDUCATION CURRICULUM GUIDE

K - 12

2007

OFFICE OF CURRICULUM AND INSTRUCTION



**NORTHERN VALLEY SCHOOLS CONSORTIUM  
Member Districts**

**CLOSTER**

**DEMAREST**

**HARRINGTON PARK**

**HAWORTH**

**NORTHVALE**

**NORWOOD**

**OLD TAPPAN**

**NORTHERN VALLEY REGIONAL HIGH SCHOOL DISTRICT**

**Bergen County, New Jersey**



**PHYSICAL EDUCATION CURRICULUM GUIDE**

**K - 12**

**2007**



**OFFICE OF CURRICULUM AND INSTRUCTION**

**NORTHERN VALLEY SCHOOLS**

**CURRICULUM CENTER**

**DEMAREST, NEW JERSEY 07627**

**DR. PATRICIA M. RAUPERS, DIRECTOR**

**© NORTHERN VALLEY REGIONAL HIGH SCHOOL DISTRICT 2007**

## TABLE OF CONTENTS

Approval List .....	i
Chief School Administrators.....	ii
Physical Education Curriculum Committee.....	iii
Preface, Introduction, Acknowledgements .....	iv-v
Philosophy.....	vi
Grades Kindergarten to Four .....	1-11
Kindergarten to Grade Two .....	2-6
Grades Three and Four.....	7-11
Grades Five to Eight .....	12-39
Grades Five and Six .....	14-17
Grades Seven and Eight .....	18-21
Addendum to Grades 5-8.....	22-39
Grades Nine to Twelve .....	40-87
Appendices.....	88-132
Appendix A: Teacher Resources .....	89-91
Appendix B: .....	92-132
Health And Physical Education Standards .....	93-118
Technological Literacy .....	119-124
Career Education, Consumer, Family, And Life Skills .....	125-132

**APPROVAL LIST**  
**PHYSICAL EDUCATION CURRICULUM GUIDE**

**RECOMMENDED**

Physical Education Curriculum Committee	<b>X</b>
Instructional Council	<b>X</b>
Northern Valley Principals Association	<b>X</b>
Northern Valley Administrators Association	<b>X</b>

**APPROVED**

Boards of Education:

Closter	<b>X</b>
Demarest	<b>X</b>
Harrington Park	<b>X</b>
Haworth	<b>X</b>
Northvale	<b>X</b>
Norwood	<b>X</b>
Old Tappan	<b>X</b>
Northern Valley Regional High School District	<b>X</b>

**CHIEF SCHOOL ADMINISTRATORS  
OF PARTICIPATING DISTRICTS**

Mrs. Joanne Newberry	Closter
Mr. Lawrence Hughes	Demarest
Dr. Adam Fried	Harrington Park
Dr. David Eichenholtz	Haworth
Mr. Sylvan Hershey	Northvale
Dr. Andrew Rose	Norwood
Mr. William Ward	Old Tappan
Dr. Jan Furman	Northern Valley Regional High School District

## Physical Education Curriculum Committee

2007

Mary Ann Collins	Teacher	Hillside, Closter
Michael Wowkun	Teacher	Tenakill, Closter
Douglas Stokes	Teacher	County Road, Demarest Luther Lee Emerson, Demarest
William Grundy	Teacher	Demarest Middle School, Demarest
Don Morgan	Teacher	Harrington Park
Paul Doran	Teacher	Haworth
Sharon Vadovic	Teacher	Thomas Jefferson, Nathan Hale Northvale
Paul D'Errico	Teacher	Norwood
Amy Walsh	Teacher	Norwood
Doug Kuizema	Teacher	T. Baldwin Demarest, Old Tappan
Karen Muti	Teacher	Charles DeWolf, Old Tappan
Scott Rubinetti	Teacher	NVRHS - Demarest
Tim Byron	Teacher	NVRHS - Old Tappan
James Santana	Teacher	NVRHS - Old Tappan
Greg Butler	Supervisor, Physical Education Northern Valley Regional High School	
Dr. Patricia M. Raupers	Director of Curriculum and Instruction Northern Valley Schools	

***“True enjoyment comes from activity of the mind and exercise of the body;  
the two are united.”***

**Alexander Von Humboldt**  
(German Naturalist and Explorer)

### **Preface**

In the 19<sup>th</sup> century, Von Humboldt wrote extensively about the value of the mind-body connection. At the time, his ideas were considered to be novel and somewhat radical. The idea that wellness and a body that is physically fit contribute immensely to an active mind and the general quality of life, is now well established. Educators believe that everyone should have an opportunity to attain that important balance (Syre, McCabe, Rai & Koenig, 2003).

Our understanding of what constitutes a quality physical education program has undergone a transformation in the past decade. This contemporary approach, often called “the new P.E.” focuses on the development of skills and behaviors that foster a lifetime of personal fitness for all students (P.E.4Life Institute, 2003). Students are taught that physical activity is not just for athletes but rather it is a part of a healthy lifestyle. In this new paradigm, movement becomes a vital measure of student success. The New Jersey Core Curriculum Content Standards describe high quality programs as providing “learning experiences that support a variety of physical activity areas including basic movement skills, team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities”(New Jersey Department of Education, 2003). This newly revised version of the Northern Valley *Physical Education Curriculum Guide, K-12* reflects these perspectives. Furthermore, the guide advocates the use of technology such as pedometers and heart rate monitors to focus on cardiovascular fitness and instill in students a lifelong awareness of the importance of movement and cardiovascular health.

In addition to preparing students to live healthy lives, physical education provides opportunities for social and emotional development. Critical thinking, problem solving strategies, interpersonal and collaborative skills, responsibility, and self-esteem are all developed in physical education programs (McBride, 2004).

### **Introduction**

The *Physical Education Curriculum Guide, K-12* represents the combined efforts of a committee of educators representing all of the districts within the Northern Valley consortium. The committee conducted research, discussed issues, and wrote the guide. The guide is based on national standards and trends in physical education and is aligned and cross-referenced to the New Jersey Core Curriculum Content Standards in Health and Physical Education, Technology, and Career Education/Life Skills.

The purpose of this guide is to provide an articulated, sequential physical education program for all of the schools within the Northern Valley. In keeping with the collegial approach taken in the writing of the guide, the authors have contributed suggested resources and strategies to enhance the professional practice of all of the physical education teachers.

The authors respect the professional expertise of the physical education teachers and are aware that programs vary within the Northern Valley in terms of class size, facilities, time allotment, and equipment. It is intended that each educator will integrate his or her unique teaching style and expertise into the implementation of the concepts and skills outlined in this document.

### **Acknowledgments**

The Physical Education Curriculum Guide was revised under the direction of the Northern Valley Administrators Association as part of the continuous process of curriculum evaluation. The Northern Valley Principals Association provided assistance and the Northern Valley Instructional Council served as an advisory group. I would like to offer my appreciation to these organizations for their advice and assistance.

Faculty representatives from the Northern Valley schools, Mr. Greg Butler supervisor of Physical Education and Health for the high school district, and I served as members of the curriculum committee (the list of committee members is found on p. iii). The committee devoted countless hours to the task and their efforts are most appreciated.

A special expression of thanks is extended to Mrs. Debbie Stevens, Administrative Secretary, for her efforts in the preparation of this guide for publication. She spent many hours working with committee members and typing the numerous drafts of this guide.



Dr. Patricia M. Raupers  
Director of Curriculum and Instruction

### **References**

McBride, R.E. (2004). If you structure it, they will learn: Critical thinking in physical education classes. *The Clearing House*, 77 (3) 114-117.

New Jersey Department of Education (2003). *Core curriculum content standards for comprehensive health and physical education*. Trenton, NJ: Author.

P.E.4Life Institute. (2003). *P.E.4 Life Institute training manual*. Washington, DC: Author.

Syre, T., McCabe, J., Rai, S. & Koenig, D. (2003). Health and physical education: A chapter of the curriculum handbook. Alexandria, VA: Association for Supervision and Curriculum Development.

## **Philosophy**

Written by the Northern Valley Physical Education Curriculum Committee

The Northern Valley Physical Education Curriculum Committee has developed a sequential, comprehensive physical education program. The curriculum was written to enhance the growth and development of all students.

The committee developed the curriculum content according to levels of learning in attitudes, concepts, and skills. These skills are implemented in a sequential, developmental, and spiral arrangement. Quality instruction, ideally on a daily basis, should be provided to all students regardless of race, gender, ethnicity, and/or ability.

To ensure the delivery of the New Jersey Core curriculum Content Standards, the quality physical education program was designated to be planned and taught by certified physical education teachers with both psychomotor and cognitive development in mind. Students should be provided with opportunities for affective development, involving cooperative, social, emotional behaviors, and opportunities for critical thinking and problem solving.

A comprehensive physical education program differs in substantive ways from participation in extracurricular athletic activity. Physical Education cannot be replaced by other athletic activities. Therefore, this committee endorses the concept of “The school physical education program promotes physical activity and can teach skills as well as form or change behaviors, it holds an important key to influencing health and well-being across the life span”. (ASCD, 2000 Curriculum Handbook)

**GRADES KINDERGARTEN TO FOUR**

## KINDERGARTEN TO GRADE TWO

**By the end of Grade 2, students will be able to:**

Objectives	Standards
<b>I. Basic Movement Skill</b>	
A. Perform various locomotor skills using appropriate form: Walk, run, jump, hop, gallop, skip, slide, leap, combinations.	2.5.(2)A.1-10
B. Demonstrate non-locomotor skills: Bend, reach, twist, swing, push/pull, balance, land, fall; optional: lift hang, climb.	2.5.(2)A.1-10
C. Participate in manipulative skills – may include, but not limited to: Rope, wand, hoops, scoops, parachutes, bean bags, pins, balls, ribbons/scarves, darts, deck rings, frisbee (various types), lummi sticks, balloons, hoppidy hops, sponger, foam paddles, plastic containers, striking equipment, bamboo sticks, jump bands, paddles, pogo sticks, foptails.	2.5.(2)A.1-10
D. Apply skill practice: Bounce, catch, throw, kick, dodge, strike, tag, start, stop, volley, dribble, roll an object; optional: chase, flee, aim.	2.5.(2)A.1-10
E. Perform the following body control activities: Jump/land, balance, spin, strength building (ex. pushups, dips), rock, roll (ex. log roll, egg roll), turn, weight transfers.	2.5.(2)A.1-10
F. Perform the following travel activities: Animal walks and movements (crabwalk, inch work, frog leap, bear walk).	2.5.(2)A.1-10
G. Understanding the concepts of personal and general space.	2.5.(2)A.1-10
H. Demonstrate the use of rhythmic apparatus: Use of objects such as hoops, wands, ribbons, scarves, etc., to a beat/tempo.	2.5.(2)A.1-10
I. Apply weight transfer movements: Force, flow, energy.	2.5.(2)A.1-10
J. Recognize changing environment: Over/under, obstacles, targets.	2.5.(2)A.1-10
K. Use visual and verbal cues to improve performance.	2.5.(2)A.1-10
L. Self assess skills and performance.	2.5.(2)A.1-10
M. Perform and describe creative movements (may include, but not limited to): Music, poetry, stories.	

Objectives	Standards
<b>II. Movement Concepts</b>	
A. Identify Body Planes and Parts: Simon Says, body stretches, Hokey Pokey.	2.5.(2)B.1-6
B. Perform directions, pathways, and levels: Stations, obstacle course.	2.5.(2)B.1-6
C. Demonstrate rhythm, tempo, beat, and musical style: Fast/slow, repetitive pattern, strong/light.	2.5.(2)B.1-6
D. Demonstrate and explain the use of terminology for basic motor skills.	2.5.(2)B.1-6
<b>III. Team Sports</b>	
A. Participate in lead-up type games (ex. soccer, softball, volleyball, basketball, hockey, etc.)	
<b>IV. Individual Sports/Recreational Games/Lifetime Activities (Select one or more of the following)</b>	
A. Participate in activities that may include but are not limited to ring toss, horseshoe pitching, bowling, boxball, four square, croquet, bocci, dance.	
<b>V. Playground Apparatus (optional)</b>	
A. Use equipment and discuss the application of safety factors.	
<b>VI. Strategy</b>	
A. Use competitive and cooperation strategies: 1. Apply various strategies and relates this knowledge to facilitate effective team plan. 2. Work together for a common goal.	2.5.(2)B.1-6
<b>VII. Sportsmanship, Rules, and Safety</b>	
A. Demonstrate and explain positive feeling toward safety in physical education.	2.5.(2)D.1-3
B. Discuss positive attitudes and behaviors toward self and others in physical education	2.5.(2)D.1-3
C. Discuss the value and the importance of maintaining physical fitness on a regular basis.	2.5.(2)D.1-3

Objectives	Standards
<b>VIII. Sport Psychology</b>	
A. Discuss and describe strategies to facilitate effective play.	2.5.(2)a.1,2
<b>IX. Fitness and Physical Activity</b>	
A. Employ health related fitness: <ol style="list-style-type: none"> <li>1. Strength/endurance (push-ups, sit-ups).</li> <li>2. Flexibility (stretching); relaxation poses.</li> <li>3. Cardio-respiratory endurance (jog/run).</li> <li>4. Body composition factors (as measured by the school nurse).</li> </ol>	2.6.(2)A.1,2
B. Demonstrate skill related fitness: <ol style="list-style-type: none"> <li>1. Speed/agility (sprinting/obstacle course).</li> <li>2. Reaction time (stopwatch).</li> <li>3. Coordination (obstacle course/stations).</li> <li>4. Power.</li> </ol>	2.6.(2)A.1,2
C. Recognize body responses: <ol style="list-style-type: none"> <li>1. Sweating</li> <li>2. Heart rate</li> <li>3. Heavy breathing</li> </ol>	2.6.(2)A.1,2
<b>X. Training</b>	
A. Discuss the benefits of exercise and overtraining.	2.6.(2)B.1,2
B. Understand the value of physical activity for promoting mental and physical well-being.	2.6.(2)B.1,2
<b>XI. Achieving and Assessing Fitness</b>	
A. Engage in activities that develop fitness: <ol style="list-style-type: none"> <li>1. Skills</li> <li>2. Games</li> <li>3. Sports</li> <li>4. Activities</li> </ol>	2.6.(2)C.1-3
B. Understand the concept of heart rate. <ol style="list-style-type: none"> <li>1. Identify bodily changes (breathing, heart beat) before, during and after exercise.</li> </ol>	2.6.(2)C.1-3
C. Fitness Goals: <ol style="list-style-type: none"> <li>1. Self monitor physical growth and development.</li> <li>2. Use pedometers to monitor fitness.</li> </ol>	2.6.(2)C.1-3
<b>XII. Suggested Fitness Testing for Grade 2</b>	
A. Engage in fitness components: <ol style="list-style-type: none"> <li>1. Strength (pull-ups, push-ups, flex-arm hang)</li> <li>2. Flexibility (v-sit reach, sit &amp; reach)</li> <li>3. Sit-ups (curl-ups, crunches)</li> <li>4. Speed/Agility (shuttle run)</li> <li>5. Endurance (pace, mile, jumping jacks, jump rope)</li> </ol>	

Objectives	Standards
<b>XIII. Project Adventure (optional Enrichment)</b>	
A. Participates in modified games and initiative activities (ex., Karl Rohnke books; Cowstail & Cobras, Silver Bullets, Quicksilver, etc.)	
<b>XIV. Attitudes and Values</b>	
A. Demonstrate positive feelings toward safety in physical education.	
B. Demonstrate good sportsmanship.	
C. Demonstrate positive attitude and behaviors toward self and others in physical education	
D. Appreciate physical activities for creating an avenue of self-expression.	
E. Demonstrate a knowledge of rules which enhances the success of the activity.	
F. Understand the importance of maintaining physical fitness.	
C. Appreciate physical activity for promoting mental and physical well-being.	

## **Suggested Strategies and Resources for Grades Kindergarten to Two**

### **Books**

1. Station Games: Fun and Imaginative P.E. Lessons by Maggie C. Burk
2. The Physical Educator's Big Book Of Sport Lead-up Games: A Complete K-8 Sourcebook Of Team and Lifetime Sport Activities For Skill Development, Fitness and Fun! by Guy Bailey
3. The Ultimate Playground & Recess Game Book by Guy Bailey
4. P.E. Teacher's Skill-By-Skill Activities Program: Success-Oriented Sports Experience for Grades K-8 by Lowell F. "Bud" Turner
5. Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities by Karl E. Rohnke
6. Quicksilver by Karl E. Rohnke
7. Cowstails & cobras: A guide to ropes courses, initiative games, and other adventure activities by Karl Rohnke
8. Field Day Survival Guide by S&S Worldwide
9. No Gym? No Problem: Physical Activities for Tight Spaces by Charmain Sutherland
10. YogaKids by Marsha Wenig

### **Websites**

1. <http://www.pecentral.org> the latest information about developmentally appropriate physical education programs for children and youth.
2. <http://www.teachphysed.com> this site is created for information to all the Physical Education teachers, on this site there will be a new lessons every week.

### **Equipment**

1. Gopher
2. Sportime
3. Flaghouse
4. US Games
5. S&S Discount Sports & PE Supplies

### **Technology**

1. Websites
2. Audio-Visual Material
3. Pedometers
4. Stopwatches

### **Teacher-to-teacher**

1. Drills
2. Demonstration
3. Skills test
4. Guest speakers
5. Study guides
6. Charts and handouts
7. Modifications
8. Verbal communication
9. District interactions
10. Attend conferences and workshops

## GRADES THREE AND FOUR

**By the end of Grade 4, student will be able to:**

Objectives	Standards
<b>I. Basic Movement Skills</b>	
A. Performs various locomotor skills using appropriate form: Walk, run, jump, hop, gallop, skip, slide, leap, combinations.	2.5.(4)A.1-11
B. Demonstrate non-locomotor skills: Bend, reach, twist, swing, push/pull, balance, land, fall, optional – lift, hang, climb.	2.5.(4)A.1-11
C. Participate in basic sport/combo skills: Bounce, catch, throw, kick, dodge, strike, tag, start, stop, volley, dribble, roll an object, chase, flee, punt, trap, aim.	2.5.(4)A.1-11
D. Apply dance/floor skill movement: Rhythms, tempos, musical styles, relationships, directions, pathways, speeds, levels, jump/land, balance, spin, strength building (ex. push-ups, dips), rock, roll (ex. Log roll, egg roll), turning weight transfers, objects, boundaries.	2.5.(4)A.1-11
E. Use visual and verbal cues to improve performance.	2.5.(4)A.1-11
F. Self-assess skills and performance	2.5.(4)A.1-11
G. Perform and describe creative movements – may include, but not limited to the use of objects such as hoops, wands, ribbons, scarves, etc., to a beat/tempo.	2.5.(4)A.1-11
<b>II. Movement Concepts</b>	
A. Body mechanics: Discuss, perform, personal/general space, transfer skills.	2.5.(4)B.1-8
B. Understand the principles of physical activity: Force, motion, support, gravity, energy, flow, effort, range.	2.5.(4)B.1-8
C. Body control: 1. Discuss ways to refine body control.	2.5.(4)B.1-8
D. Define and discuss terminology.	2.5.(4)B.1-8
<b>III. Team Sports</b>	
A. Participate in lead-up type games (ex. soccer, softball, volleyball, basketball, hockey, etc.)	
B. Participate in team sports: 1. Understand rules as they apply 2. Apply strategies (offense/defense to facilitate effective play) 3. Incorporate safety factors	

Objectives	Standards
<b>IV. Individual Sports/Recreational Games/Lifetime Activities (Select one or more of the following)</b>	
A. Participate in activities that may include but are not limited to ring toss, horseshoe pitching, bowling, boxball, four square, croquet, bocci, dance.	
<b>V. Playground Apparatus (optional)</b>	
A. Use equipment and discuss the application of safety factors.	
<b>VI. Strategy</b>	
A. Discuss strategies: 1. Apply appropriate behavior – characteristics of player and observer. 2. Recognize specific rules – importance for the safety and enjoyment of participants, and follow the rules during physical activity. 3. Identify proper ways to handle and care for equipment safely and responsible.	2.5.(4)C.1-10
<b>VII. Sportsmanship, Rules, and Safety</b>	
A. Discuss/demonstrate proper sportsmanship: 1. Appropriate behavior – characteristics of player and observer. 2. Specific rules – importance for the safety and enjoyment of participants, and follow the rules during physical activity. 3. Proper ways to handle and care for equipment safely and responsible.	2.5.(4)D.1-3
<b>VIII. Sport Psychology</b>	
A. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activities.	2.5.(4)E.1

Objectives	Standards
<b>IX. Fitness and Physical Activity</b>	
A. Discuss benefits of regular physical activity: Physical, emotional, social.	2.6.(4)A.1-5
B. Employ health related fitness: 1. Strength/endurance (push-ups, sit-ups). 2. Flexibility (stretching) and relaxation poses. 3. Cardio-respiratory endurance (jog/run). 4. Body composition factors (as measured by school nurse).	2.6.(4)A.1-5
C. Demonstrate skill related fitness: 1. Speed/agility (sprinting/obstacle course). 2. Reaction Time (stopwatch). 3. Coordination (obstacle course/stations). 4. Power.	2.6.(4)A.1-5
D. Recognize body responses: 1. Sweating. 2. Heart rate. 3. Breathing levels.	2.6.(4)A.1-5
E. Discuss and describe fitness factors: 1. Heredity. 2. Training. 3. Diet. 4. Technology.	2.6.(4)A.1-5
<b>X. Training</b>	
A. Discuss the importance of regular physical activity.	2.6.(4)B.1-3
B. Describe and apply the training principles of frequency, intensity, and time during physical activity.	2.6.(4)B.1-3
C. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.	2.6.(4)B.1-3
<b>XI. Achieving and Assessing Fitness</b>	
A. Engage in activities that develop fitness components: 1. Strength/endurance. 2. Flexibility. 3. Cardiovascular. 4. Speed/agility.	2.6.(4)C.1-6

Objectives	Standards
B. Physiological responses: 1. Identify changes in your body (breathing, heart beat) before, during and after exercise.	2.6.(4)C.1-6
C. Discuss how the use of technology can improve fitness: 1. Personal fitness goal (ex. stop watch, pedometer).	2.6.(4)C.1-6
D. Suggested fitness testing: 1. Self assess (pre/post test).	2.6.(4)C.1-6
E. Demonstrate safety: 1. Techniques 2. Factors. 3. Equipment. 4. With peers	2.6.(4)C.1-6
<b>XII. Suggested Fitness Testing – Grades 3 and 4</b>	
A. Engage in fitness components: 1. Strength (pull-ups, push-ups, flex-arm hang) 2. Flexibility (v-sit reach, sit & reach) 3. Sit-ups (curl-ups, crunches) 4. Speed/Agility (shuttle run) 5. Endurance (pace, mile, jumping jacks, jump rope)	
<b>XIII. Project Adventure (optional Enrichment)</b>	
A. Participate in modified games and initiative activities (ex., Karl Rohnke books; Cowstail & Cobras, Silver Bullets, Quicksilver, etc.)	
B. Participate in cooperative games	
<b>XIV. Attitudes and Values</b>	
A. Demonstrate positive feelings toward safety in physical education.	
B. Demonstrate good sportsmanship.	
C. Demonstrate positive attitude and behaviors toward self and others in physical education	
D. Appreciate physical activities for creating an avenue of self-expression.	
E. Demonstrate a knowledge of rules which enhances the success of the activity.	
F. Understand the importance of maintaining physical fitness.	
G. Appreciate physical activity for promoting mental and physical well-being.	

## **Suggested Strategies and Resources for Grades Three and Four**

### **Books**

1. Station Games: Fun and Imaginative P.E. Lessons by Maggie C. Burk
2. The Physical Educator's Big Book Of Sport Lead-up Games: A Complete K-8 Sourcebook Of Team and Lifetime Sport Activities For Skill Development, Fitness and Fun! by Guy Bailey
3. The Ultimate Playground & Recess Game Book by Guy Bailey
4. P.E. Teacher's Skill-By-Skill Activities Program: Success-Oriented Sports Experience for Grades K-8 by Lowell F. "Bud" Turner
5. Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities by Karl E. Rohnke
6. Quicksilver by Karl E. Rohnke
7. Cowstails & cobras: A guide to ropes courses, initiative games, and other adventure activities by Karl Rohnke
8. Field Day Survival Guide by S&S Worldwide
9. No Gym? No Problem: Physical Activities for Tight Spaces by Charmain Sutherland

### **Websites**

1. <http://www.pecentral.org> the latest information about developmentally appropriate physical education programs for children and youth.
2. <http://www.teachphysed.com> this site is created for information to all the Physical Education teachers, on this site there will be a new lessons every week.

### **Equipment**

1. Gopher
2. Sportime
3. Flaghouse
4. US Games
5. S&S Discount Sports & PE Supplies

### **Technology**

1. Websites
2. Audio-Visual Material
3. Pedometers
4. Stopwatches

### **Teacher-to-teacher**

1. Drills
2. Demonstration
3. Skills test
4. Guest speakers
5. Study guides
6. Charts and handouts
7. Modifications
8. Verbal communication
9. District interactions
10. Attend conferences and workshops

**GRADES FIVE TO EIGHT**

**PHYSICAL EDUCATION GRADES FIVE – EIGHT**

<p><b>TEAM SPORTS</b>  Basketball  Flag-touch football  Hockey (field, floor or pillow polo)  Soccer  Softball  Stykball  Team handball  Volleyball</p>	<p><b>PHYSICAL FITNESS</b>  Fitness testing  Stress Relaxation  Aerobics  Fitness training  Weight Training</p>
<p><b>LIFETIME/RECREATION ACTIVITIES</b>  Archery                      Ultimate Frisbee  Badminton                  Golf  Bocci Ball                   Horseshoes  Boxball                       Pickleball  Cross County               HackeySac  Dance                         Shuffleboard  Tennis                         Stickball  Speedball                    Croquet  Paddleball                  Wiffleball  Orienteering</p>	<p><b>PROJECT ADVENTURE</b>  Cooperative games  Problem solving</p>
<p><b>INDIVIDUAL/DUAL SPORTS</b>  Bowling  Track and Field  Golf  Tennis  Cross Country</p>	

## GRADES FIVE AND SIX

Objectives	Standards
<b>A. Movement Skills</b>	
1. Perform various movement skills using developmentally appropriate form.	2.5.(6)A.1-8
2. Demonstrate the use of force and motion to impact the quality of physical education.	2.5.(6)A.1-8
3. Employ the principles of space, effort, and relationships to modify movement.	2.5.(6)A.1-8
4. Modify movements in response to changing environments.	2.5.(6)A.1-8
5. Use visual and verbal cues to improve performance during a physical activity.	2.5.(6)A.1-8
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.	2.5.(6)A.1-8
7. Apply a learned skill to various movement settings.	2.5.(6)A.1-8
8. Perform planned movement sequences based on a theme and using rhythm or music.	2.5.(6)A.1-8
<b>B. Movement Concepts</b>	
1. Evaluate movement sequences for the proper use of body mechanics and suggest improvements.	2.5.(6)B.1-8
2. Discuss how the principles of force and motion impact the quality of movement.	2.5.(6)B.1-8
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.	2.5.(6)B.1-8
4. Describe how to refine and increase control when performing movement skills.	2.5.(6)B.1-8
5. Discuss how to modify movement in response to dynamic, interactive environments.	2.5.(6)B.1-8
6. Analyze how a movement skill can be transferred to another movement setting.	2.5.(6)B.1-8
7. Discuss how practice, regular participation, and appropriate feedback improve performance.	2.5.(6)B.1-8
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.	2.5.(6)B.1-8

**Suggested Strategies and Resources:**

Basic motor skills-locomotor, non-locomotor  
 Body control activities: coordination, balance, flexibility, speed, direction, force  
 Games of low organization: lead-up games, stations  
 Team sports; Individual sports  
 Recreational games; Lifetime activities  
 Fitness; Project Adventure  
**(See index for specific listings)**

**Evaluations:**

Observation  
 Skills tests  
 Self-evaluation  
 Written tests

Objectives	Standards
<b>C. Strategy</b>	
1. Work cooperatively and productively in a group to accomplish a set goal.	2.5.(6)C.1,2 9.2
2. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.	2.5.(6)C.1,2

**Suggested Strategies and Resources:**

Team sports  
Individual sports  
Project Adventure

(See index for specific listings)

**Evaluation:**

Observation  
Self Evaluation

Objectives	Standards
<b>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.	2.5.(6)D.1,2
2. Summarize general and specific activity rules, describe how they enhance participation and safety and follow them during activities.	2.5.(6)D.1,2

**Suggested Strategies and Resources:**

Sport history, terminology, rules  
Positive feelings toward Physical Education  
Goal setting

(See index for specific listings)

**Evaluation:**

Observation  
Written tests

Objectives	Standards
<b>E. Sport Psychology</b>	
1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.	2.5.(6)E.1

**Suggested Strategies and Resources:**

Sport history, terminology, rules  
Positive feelings toward Physical Education  
Goal setting

(See index for specific listings)

**Evaluation:**

Self-evaluation

Objectives	Standards
<b>F. Fitness and Physical Activity</b>	
1. Describe the physical, social, and emotional benefits of regular physical activity.	2.6.(6)A.1-6
2. Differentiate among activities that improve skill fitness versus health-related fitness.	2.6.(6)A.1-6
3. Describe how body systems adapt over time to regular physical activity.	2.6.(6)A.1-6
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.	2.6.(6)A.1-6
5. Investigate technological advances that impact physical activity and fitness.	2.6.(6)A.1-6 8.1.(4)A.3,7
6. Describe the relationship among physical activity, healthy eating, and body composition.	2.6.(6)A.1-6

**Suggested Strategies and Resources:**

Multi-media presentations  
 Guest speakers  
 Fitness testing  
 Circuit training  
 Equipment: Heart-rate monitors, pedometers, cardio, strength, agility  
 Monitoring  
 Explanation, demonstration  
(See index for specific listings)

**Evaluation:**

Observation  
 Written tests  
 Skills tests  
 Oral questioning  
 Personal Improvement Plans  
 Self-evaluation

Objectives	Standards
<b>G. Training</b>	
1. Discuss the relationships among practice, training, and injury prevention.	2.6.(6)B.1-5
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.	2.6.(6)B.1-5
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.	2.6.(6)B.1-5
4. Work independently in pursuit of personal fitness goals.	2.6.(6)B.1-5
5. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.	2.6.(6)B.1-5

**Suggested Strategies and Resources:**

Circuit training  
 Stations  
 Personal Fitness Plans  
 Heart Rate Monitors/Pedometers  
 Fitness testing  
(See index for specific listings)

**Evaluation:**

Oral questioning  
 Written tests  
 Personal Fitness Plans  
 Heart Rate Monitors/Pedometers  
 Fitness testing

Objectives	Standards
<b>H. Achieving and Assessing Fitness</b>	
1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.	2.6.(6)C.1-5
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.	2.6.(6)C.1-5
3. Monitor physiological indicators before, during and after exercise.	2.6.(6)C.1-5 8.1.(4)A.3,7
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.	2.6.(6)C.1-5
5. Demonstrate age and gender specific progress towards improving each component of fitness.	2.6.(6)C.1-5

**Suggested Strategies and Resources:**

Personal Fitness Plans  
Heart Rate Monitors/Pedometers  
Stations  
Circuit training  
Equipment: cardio, strength, agility  
**(See index for specific listings)**

**Evaluation:**

Personal Fitness/Improvement Plans  
Heart Rate Monitors/Pedometers  
Self-evaluation

## GRADES SEVEN AND EIGHT

Objectives	Standards
<b>A. Movement Skills</b>	
1. Demonstrate mechanically correct form and control when using and combining movement skills.	2.5.(8)A.1-7
2. Demonstrate how balance, rotation and range of motion impact performance.	2.5.(8)A.1-7
3. Apply the impact of various applications of force and motion during physical activity.	2.5.(8)A.1-7
4. Perform and assess the quality of movement flow in response to changing environments.	2.5.(8)A.1-7
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.	2.5.(8)A.1-7
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.	2.5.(8)A.1-7
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).	2.5.(8)A.1-7
<b>B. Movement Concepts</b>	
1. Describe how equilibrium, rotation, and range of motion impact performance.	2.5.(8)B.1-6
2. Analyze the application of balance and counterbalance when performing or observing movement skills.	2.5.(8)B.1-6
3. Compare and contrast the use of space and flow in physical activities.	2.5.(8)B.1-6
4. Summarize how movement can be made more interesting, creative, or effective.	2.5.(8)B.1-6
5. Discuss the stages of movement skill development and the importance of practice.	2.5.(8)B.1-6
6. Describe the influence of history and culture on games, sports, and dance.	2.5.(8)B.1-6

### **Suggested Strategies and Resources:**

Basic motor skills-locomotor, non-locomotor  
 Body control activities: coordination, balance, flexibility, speed, direction, force  
 Games of low organization: lead-up games, stations  
 Team sports/Individual sports  
 Recreational games/Lifetime activities  
 Fitness/Project Adventure  
**(See index for specific listings)**

### **Evaluations:**

Observation  
 Skills tests  
 Self-evaluation  
 Written tests

Objectives	Standards
<b>C. Strategy</b>	
1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.	2.5.(8)C.1,2 9.2A1,3,5
2. Work cooperatively and productively in a group to accomplish a set goal.	2.5.(8)C.1,2 9.2A1,5 9.2C3,4,5

**Suggested Strategies and Resources:**

Team sports  
Individual sports  
Project Adventure

(See index for specific listings)

**Evaluation:**

Observation  
Self Evaluation

Objectives	Standards
<b>D. Sportsmanship, Rules, and Safety</b>	
1. Analyze participant and observer behaviors for evidence of good sportsmanship.	2.5.(8)D.1,2 9.2B2 9.2C1,6
2. Employ general and activity specific rules and analyze their impact on participation.	2.5.(8)D.1,2 9.2F1,2

**Suggested Strategies and Resources:**

Sport history, terminology, rules  
Positive feelings toward Physical Education  
Goal setting

(See index for specific listings)

**Evaluation:**

Observation  
Written tests

Objectives	Standards
<b>E. Sport Psychology</b>	
1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess effectiveness.	2.5.(8)E.1 9.2A2 9.2D2 9.1B4

**Suggested Strategies and Resources:**

Goal setting  
Attitudes and values: appreciates physical activities,  
Self-expression, importance of physical fitness,  
Promoting mental and physical well-being

(See index for specific listings)

**Evaluation:**

Self-evaluation

Objectives	Standards
<b>F. Fitness and Physical Activity</b>	
1. Summarize the potential short-and long-term physical, social and emotional benefits of regular physical activity.	2.6.(8)A.1-6 9.2B1
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.	2.6.(8)A.1-6
3. Predict how factors such as health status, interest, environmental conditions, and available time impact personal fitness.	2.6.(8)A.1-6
4. Analyze the positive and negative impacts of technological advances on exercise, health and fitness.	2.6.(8)A.1-6 8.1.(8)A.3,7
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.	2.6.(8)A.1-6
6. Distinguish between fact and fallacies regarding the marketing of fitness products, services, and information.	2.6.(8)A.1-6

**Suggested Strategies and Resources:**

Multi-media presentations  
 Guest Speakers  
 Fitness Testing  
 Circuit Training  
 Equipment: Heart-rate monitors/pedometers  
 cardio, strength, agility  
 Monitoring  
 Explanation, demonstration  
(See index for specific listings)

**Evaluation:**

Observation  
 Written tests  
 Skills tests  
 Oral questioning  
 Personal Improvement Plans  
 Self-evaluation

Objectives	Standards
<b>G. Training</b>	
1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with healthcare professional.	2.6.(8)B
2. Apply training principles to establish a progression in activity that will improve each component of fitness.	2.6.(8)B
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.	2.6.(8)B
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.	2.6.(8)B

**Suggested Strategies and Resources:**

Circuit training  
 Stations  
 Personal Fitness Plans  
 Heart Rate Monitors/Pedometers  
 Fitness testing  
(See index for specific listings)

**Evaluation:**

Oral questioning  
 Written tests  
 Personal Fitness Plans  
 Heart rate monitors  
 Fitness testing

Objectives	Standards
<b>H. Achieving and Assessing Fitness</b>	
1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.	2.6.(8)C.1-5 9.2B1
2. Perform at the intensity level needed to enhance cardiovascular fitness as determine by fitness heart rate, perceive exertion, and recovery heart rate.	2.6.(8)C.1-5
3. Monitor physiological responses before, during and after exercising and compare changes.	2.6.(8)C.1-5
4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcome of the plan.	2.6.(8)C.1-5 9.2B3
5. Demonstrate age and gender specific progress towards improving each component of fitness.	2.6.(8)C.1-5

**Suggested Strategies and Resources:**

Circuit training

Stations

Personal Fitness Plans

Heart Rate Monitors/Pedometers

Equipment: cardio, strength, agility

Sharing of fitness results for all 8<sup>th</sup> graders with high school Physical Education Department

**Evaluation:**

Personal Fitness Plans

Heart rate monitors

Self-evaluation

**(See index for specific listings)**

**ADDENDUM  
GRADES FIVE TO EIGHT**

## **GAMES OF LOW ORGANIZATION**

The student applies the concepts of safety, fair play, cooperative play, following rules, vigorous play, leadership, carry-over, values of movement involved in games of low organization, including but not limited to:

### **A. Stations**

### **B. Lead-Up Games – Examples**

1. Basketball type (sideline, o-u-t, V.B.B. [volleyball, basketball, baseball], around the world, 6 court, basket end ball, 21, horse, relays, knock out) Dribble Tag (K.B.B. [kickball, basketball, baseball])
2. Flag and/or touch football type (long ball, end ball, grab the flag, drive-em back, etc.) Ultimate Football.
3. Hockey type using plastic/foam sticks (end ball, line ball, etc.)
4. Soccer type (line, alley, end zone, kickball, soccer, circle, 6 player, scooter, four goal and four wall, etc.)
5. Softball type (circle, tunnel, tee ball, whiffle, kickball, longball, 2<sup>nd</sup> base ball, hit the bat, V.B.B., sacket, stickball, etc.)
6. Volleyball type (Newcomb and variations, keep it up, one line, punchball, beanbag, bladder volleyball, V.B.B., etc.)

## **TEAM SPORTS**

### **A. Basketball**

History and/or popularity. The student relates the origin and basic evolution of the game.

Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:

- a. Equipment: sneakers, backboard, rim and ball.
  - b. Players and substitutes.
  - c. Scoring
  - d. Timing
  - e. Live vs. dead play – jump ball, foul shots
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations: time violations (3 sec., 5sec., and 10 sec.) charging, traveling, carrying, double dribble, back court, and penalties, personal and technical.
  - h. Boundaries: side line, end line, foul line, foul lane, center circle, 5 sec. line, 3 sec. area, foul lane markings.
  - i. Terms: examples: key, lay-up, jump shot, hook shot, free throw, screen, kick, rebound, post, zones, man-to-man, jump ball, boxing out, stuff, block, press, trap, fast break, basic official hand signals.
3. The student performs the following skills: dribbling, receiving the ball, pivoting, guarding, rebounding, shooting, passing.
  4. The student employs basketball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
  5. The student applies various basketball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
  6. The student applies the safety factors involved in playing basketball.

**B. Field Hockey (optional)**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: stick, ball, shin guards, and goalie equipment.
  - b. Officials and duties
  - c. Players and substitutes.
  - d. Scoring
  - e. Timing
  - f. Live vs. dead play – bully and corner.
  - g. Out-of-bounds and in-bounds
  - h. Fouls/violations: sticks, advancing, obstruction, illegal use of hands.
  - i. Boundaries
  - j. Terms: bully, dribble, pass, scoop, flick, high-stick, reverse stick.
3. The student performs the following skills: carrying stick, dribbling, driving, scooping, flicking, bullying, dodging, push pass, dodge, drive, covering, clearing, backing up, reverse stick.
4. The student employs appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various field hockey offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing field hockey.

**C. Flag/Touch Football**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: football, flags, belts or pinnies, kicking tee.
  - b. Players and substitutes.
  - c. Scoring
  - d. Timing
  - e. Live vs. dead play – downs, including pass, pass receiving
  - f. Out-of-bounds and in-bounds – marking the ball
  - g. Fouls, violations: offsides, illegal blocks, holding, pass interference, unnecessary roughness and penalties
  - h. Boundaries: sidelines, end zone, goal line, yard lines
  - i. Terms. Examples: fumble, punt, field goal, downs, huddle, safety, touchdown, touch back, scrimmage line, centering.
3. The student performs basic skills. Examples: centering, stances, hand-off, passing, receiving, running with ball, punting, screen block, flag/belt “tackling”.
4. The student employs flag football maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.

5. The student applies various flag football offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing flag football.

**D. Flickerball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: football field
  - b. Officials and duties N/A
  - c. Players and substitutes.
  - d. Scoring
  - e. Timing N/A
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations, penalties
  - h. Boundaries
  - i. Terms: no special terms
3. The student performs skills. Examples: passing, catching, and running.
4. The student employs flickerball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various flickerball strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing flickerball.

**E. Floor/Street Hockey**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: sticks, puck or ball, goalie mask, goals
  - b. Officials and duties
  - c. Players and substitutes.
  - d. Scoring
  - e. Timing
  - f. Live vs. dead play – face-off
  - g. Out-of-bounds and in-bounds
  - h. Fouls, violations: high stick, slashing, tripping, pushing, blocking with body, penalties
  - i. Boundaries
  - j. Terms. Checking, sudden victory, goal tending
3. The student performs basic skills. Examples: passing, receiving a pass, guarding, stick handling, goal tending, shooting.
4. The student employs floor/street hockey maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various floor/street hockey offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing floor/street hockey.

**F. Lacrosse/Styxball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: sticks, ball, goals
  - b. Scoring: one point per goal
  - c. Timing
  - d. Terms: scoop, overhand throw, overhand catch, underhand throw, underhand catch, stick check, goal, stick handling, cradle, face-off
3. The student performs the following skills: throw, catch, stick check, face-off.
4. The student employs lacrosse maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various lacrosse strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing lacrosse.

**G. Pickleball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: paddle, court, whiffle ball, net, standards
  - b. Officials and duties N/A
  - c. Players and substitutes - singles and doubles
  - d. Scoring
  - e. Timing N/A
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations, penalties
  - h. Boundaries
3. The student performs basic skills. Examples: serve, forehand, backhand, and volley.
4. The student employs pickleball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various pickleball strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing pickleball.

**H. Soccer**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: balls, jerseys or pinnies
  - b. Players and substitutes
  - c. Scoring
  - d. Timing

- e. Live vs. dead play – direct and indirect kicks, goal kicks, penalty kicks, throw-in, corner kicks.
  - f. Fouls, violations: dangerous play, hand ball, tripping, kicking, pushing, off sides, charging, striking, holding, punching, illegal kick, illegal substitution.
  - g. Boundaries: goal, goal line, goal area, penalty area, penalty kick, line, centerline, and corner kick line.
  - h. Terms: drop ball, trapping, volleying, offside, blocking, dribbling, kicking, punting, heading, passing, throw in, corner kick, goal kick.
3. The student performs basic skills. Examples: blocking, dribbling, kicking, heading, passing, throw-in, trapping, goal keeping, punting, volleying.
  4. The student employs soccer maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
  5. The student applies various soccer offensive and defensive strategies and relates this knowledge to facilitate effective team play.
  6. The student applies the safety factors involved in playing soccer.

## **I. Softball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: bats, ball, bases, catcher's chest protector and mask, equipment, gloves and helmets.
  - b. Players and substitutes.
  - c. Scoring
  - d. Timing N/A
  - e. Live vs. dead play
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations: catcher interference, balk, interfering with a runner, interfering with a fielder and penalties.
  - h. Boundaries: foul lines, back stop, bases, home plate, pitcher's plate, batter's box.
  - i. Terms. Infield fly, dropped 3<sup>rd</sup> strike, strike, ball, walk, base path, stealing, legal advance, fly ball, infield, outfield, positions, strike-out, force-out, tag-out, foul ball, fair ball, inning, error, overrunning, tagging bunting.
3. The student performs basic skills. Examples: fielding, batting, base-running, pitching, and throwing.
4. The student employs softball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various softball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing softball.

## **J. Team Handball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.

2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: goals, team handball
  - b. Officials and duties
  - c. Players and substitutes.
  - d. Scoring - throw
  - e. Timing
  - f. Live vs. dead play – face-off
  - g. Out-of-bounds and in-bounds
  - h. Fouls, violations, penalty throw
  - i. Boundaries
  - j. Terms: wing throw in, circles, chasers, referee throw, corner throw, throw off, free throw, penalty throw
3. The student performs the following skills. Examples: dribbling, passing, running, pivoting, throwing.
4. The student employs team handball maneuvers using the appropriate body mechanics and form for skills.
5. The student applies various team handball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in playing team handball.

**K. Volleyball**

1. History and/or popularity: The student relates the origin and basic evolution of the game.
2. Terminology and rules: The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: net, standards, ball
  - b. Players and substitutes.
  - c. Scoring
  - d. Timing
  - e. Live vs. dead play
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations: carry, double hit, net, line, illegal hit
  - h. Boundaries
  - i. Terms: block, screen, spike, set, modified, recreational, power, simultaneous contact, bump, dig, service, rotation.
3. The student performs basic skills. Examples: serving, setting, passing, digging, blocking, nets play, positioning, bumping, and spiking, dink.
4. The student employs volleyball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various volleyball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing volleyball.

## **INDIVIDUAL/DUAL SPORTS**

### **A. Bowling**

1. History and/or popularity. The student relates the origin and basic evolution of the sport.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: pins, and ball
  - b. Players and substitutes N/A
  - c. Scoring
  - d. Timing
  - e. Live vs. dead play
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations: foul line
  - h. Boundaries
  - i. Terms: turkey, split, spare, strike, curve, hook, straight, frame, double, gutter, Brooklyn, Jersey, alley open, carry, pocket, spot
3. The student performs basic skills. Examples: approach, arm swing, release, delivery, aim.
4. The student employs bowling maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various bowling strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing bowling.

### **B. Cross Country**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: track shoe, watch, markers
  - b. Players and substitutes.
  - c. Scoring
  - d. Timing
  - e. Live vs. dead play N/A
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations, penalties
  - h. Boundaries
  - i. Terms: pacing, kick, displacement
3. The student performs basic skills. Examples: breathing, running form, arm carry, relaxation.
4. The student employs the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various cross country strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in cross country.

**C. Golf**

1. History and/or popularity. The student relates the origin and basic evolution of the sport.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: clubs, balls, tees
  - b. Scoring
  - c. Timing N/A
  - d. Live vs. dead play N/A
  - e. Out-of-bounds and in-bounds
  - f. Fouls, violations, penalties
  - g. Boundaries
  - h. Terms: par, bogie, birdie, eagle, address, slice, pin, hazard, tee area, hook, chip, putt, drive, pitch, trap, fore, wood, iron, putter, caddie, rough, fairway, green, bunker, divot
3. The student performs basic skills. Examples: grip, swing, follow through, stance.
4. The student employs the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various golf strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in golf.

**D. Track and Field**

1. History and/or popularity. The student relates the origin and basic evolution of the sport.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: (1) Field events (optional): sandpit, measuring tape, rake, take-off board, [cross bar, standards, landing pit], discus, shot put, markers, toe board, (2) Running events: baton, hurdles, starting blocks, stop watch.
  - b. Officials and duties
  - c. Player and substitutes N/A
  - d. Scoring
  - e. Timing
  - f. Live vs. dead play N/A
  - g. Out-of-bounds and in-bounds
  - h. Fouls, violations: miss, time, take-off, circle, follow-through, cutting off, lane interference, and penalties.
  - i. Boundaries
  - j. Terms: kick, approach, take-off, toe board, foul, lane, crossbar, standard, anchor, sprint, float, shuttle, passing, exchange zone, baton passing.
3. The student performs basic skills: (1) Field Events – grip, release, follow-through, footwork, take-off, landing (2) Running – form, stride, start, hurdling.

4. The student employs track and field maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various track and field strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in track and field.

**E. Floor Tennis**

1. Terms and rules where appropriate, including those which concern:
  - a. Equipment: racket standard, nets, floor marking, floor tennis ball
  - b. Scoring
  - c. Live vs. dead play
  - d. Out-of-bounds and in-bounds
  - e. Fouls, violations, and penalties
  - f. Boundaries
  - g. Terms: serve, forehand, backhand, player position
2. Students perform the following skills: strokes, serve.
3. Student applies floor tennis maneuvers using the appropriate body mechanics and form for the skills listed above in number 2.
4. Student applies various floor tennis strategies and relates this knowledge to facilitate effective play.
5. Student applies the safety factors involved in playing floor tennis.

**RECREATIONAL GAMES/LIFETIME ACTIVITIES**

**A. Cooperative Games and Initiatives**

1. Terms and Rules
  - a. Equipment: (Examples) stretch rope, balls, hoops, scooters, bean bag, yarn balls, foxtails, parachutes, towels.
  - b. Players (100% participation)
  - c. Scoring
  - d. Timing
  - e. Live vs. dead play (N/A)
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations, penalties
  - h. Boundaries
  - i. Terms: cooperation, trust, self-discipline, reliance, risk
2. Student performs appropriate skills related to the specific game and/or initiative.
3. Student applies maneuvers using appropriate body mechanics related to the specific game and/or initiative.
4. Student applies various strategies and relates this knowledge to facilitate success at the specific game or initiative.
5. Student applies the safety factors involved in the specific game and/or initiative.

## **B. Croquet**

1. Terms and Rules where appropriate concerning:
  - a. Equipment: mallets, balls, wickets, end stakes
  - b. Officials and duties N/A
  - c. Players and substitutes
  - d. Scoring
  - e. Timing N/A
  - f. Live vs. dead play
  - g. Out-of-bounds and in-bounds
  - h. Fouls, violations, penalties
  - i. Boundaries
  - j. Terms: front stroke, side stroke, croquet, ricochet
2. Students perform the following skills: stroking, ricochet
3. Student employs croquet maneuvers using appropriate body mechanics and form for the skills listed above in number 2.
4. Student applies various croquet strategies and relates this knowledge to facilitate effective play.
5. Student applies the safety factors involved in playing croquet.

## **C. Horseshoe/Quoit Pitching**

1. Terms and rules where appropriate, including those which concern:
  - a. Equipment: horseshoes, quoits, stakes (rubber)
  - b. Scoring: ringer, leaner, closest shoe/quoits
  - c. Out-of-bounds and in-bounds
  - d. Fouls, violations: out-of-bounds, out-of-turn, stepping over foul line and penalties
  - e. Boundaries
  - f. Terms:
2. Students perform the following skills: grip, stance, pitch, release, follow-through.
3. Student applies horseshoe/quoits pitching maneuvers using the appropriate body mechanics and form for the skills listed above in number 2
4. Student applies various horseshoe, quoits/horseshoe pitching strategies and relates this knowledge to facilitate effective play.
5. Student applies the safety factors involved in horseshoe pitching/quoits.

## **D. Shuffleboard**

1. Terms and rules where appropriate, including those which concern:
  - a. Equipment: cue, disc, court
  - b. Scoring
  - c. Live vs. dead play
  - d. Out-of-bounds and in-bounds
  - e. Fouls, violations, and penalties
  - f. Boundaries
  - g. Terms: cue, disc, deadline, baseline
2. Students perform the following skills: stroke, follow through, pressure
3. The student applies shuffleboard maneuvers using the appropriate body mechanics and form for the skills listed above in number 2
4. Student applies various shuffleboard strategies and relates this knowledge to facilitate effective play.

5. Student applies the safety factors involved in shuffleboard.

**E. Table Tennis**

1. Terms and rules where appropriate, including those which concern:
  - a. Equipment: table, paddle, ball, net
  - b. Scoring: shutout 7 pts.
  - c. Live vs. dead play
  - d. Out-of-bounds and in-bounds
  - e. Fouls, violations, and penalties
  - f. Boundaries
  - g. Terms: forehand, backhand, slice, shop, smash, spin, lob
2. Students perform the following skills: forehand, backhand, slice, chop, drop, smash, spin, lob.
3. Student applies table tennis maneuvers using the appropriate body mechanics and form for the skills listed above in number 2.
4. Student applies various table tennis strategies and relates this knowledge to facilitate effective play.
5. Student applies the safety factors involved in table tennis.

**F. Tetherball**

1. Terms and rules where appropriate, including those which concern:
  - a. Equipment: stand, tetherball, circle
  - b. Player and substitutes
  - c. Scoring
  - d. Timing
  - e. Live vs. dead play
  - f. Out-of-bounds and in-bounds
  - g. Fouls, violations, and penalties
  - h. Boundaries
  - i. Terms: finesse, rap
2. Student performs the following skills: serve, back tap, smash.
3. Student applies tetherball maneuvers using the appropriate body mechanics and form for the skills listed above in number 2.
4. Student applies various tetherball strategies and relates this knowledge to facilitate effective play.
5. Student applies the safety factors involved in tetherball.

**G. Archery**

1. History and popularity. The student relates the origin and basic evolution of the game.
2. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: bow, arrow, target, finger tab, arm guard, net.
  - b. Scoring: 9-gold, 7-red, 5-blue, 3-black, 1-white, bounce back-7
  - c. Live vs. dead play
  - d. Out-of-bounds and in-bounds
  - e. Fouls, violations, and penalties
  - f. Boundaries

- g. Terms: Shaft, nock, feather, quiver, limb, belly, fletching, petti coat, stands, guide, cock feather, arrow rest.
- 3. Student performs the following skills: stance, grips, draw, nock, stringing sighting, release, aim, follow through.
- 4. Student employs archery maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
- 5. Student applies various archery strategies and relates this knowledge to facilitate effective play.
- 6. Student applies the safety factors involved in archery.

## **H. Badminton**

- 1. History and popularity. The student relates the origin and basic evolution of the game.
- 2. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: shuttle cock, racket, net, floor tape
  - b. Scoring
  - c. Live vs. dead play
  - d. Out-of-bounds and in-bounds
  - e. Fouls, violations, and penalties
  - f. Boundaries
  - g. Terms: volley, ace, setup, singles, doubles, drop shot, smash, lob, clear, drive, backhand, forehand.
- 3. Student performs the following skills: forehand, backhand, lob, smash, drop, clear drive, serving, returning.
- 4. Student employs badminton maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
- 5. Student applies various badminton strategies and relates this knowledge to facilitate effective play.
- 6. Student applies the safety factors involved in badminton.

## **I. Speedball**

- 1. History and/or popularity: The student relates the origin and basic evolution of the game.
- 2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: goals, balls, pinnies
  - b. Officials and duties
  - c. Players and substitutes.
  - d. Scoring: field goal, touch down, goal
  - e. Timing
  - f. Live vs. dead play
  - g. Out-of-bounds and in-bounds
  - h. Fouls, violations: handball, unnecessary roughness, traveling, kickoff violation
  - i. Boundaries

- j. Terms: ground ball, air ball, kickoff, tie ball, free kick, drop kick, place kick, pivot, air juggle, attacking team, punt, dribble, penalty corner, defending team, volley
- 3. The student performs basic skills: blocking, trapping, marking, covering, dribbling, passing, drop kick, heading, punting, place kicking, foot lift (self and teammate) plus related skills from other appropriate sports.
- 4. The student employs speedball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
- 5. The student applies various speedball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
- 6. The student applies the safety factors involved in playing speedball.

**J. Dance (Folk/Square)**

- 1. History and popularity. The student relates the origin and basic evolution of dance.
- 2. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: various media equipment.
  - b. Terms such as: **Folk** - circle, round, waltz, grapevine, line, schottische, 2-step, balance, set, polka, mazurka, step hop, reel, jig, buzz, bleking. **Square** – set, home, side couple, patter call, cue, head couple, promenade, sashay, dos-a-dos, allemande, chain, wheel, grand right and left, 8 hands around, honor, slide step, star, swing, spatial awareness, timing, energy, accents, contrasts, expressions, tempo, phrasing.
- 3. Student performs various dances such as fold, square, interpretive, creative, and aerobic.
- 4. Student employs dancing maneuvers using the appropriate body mechanics and form.
- 5. Student applies the safety factors involved in dancing.

**K. Dance (Interpretive, Creative, Aerobic)**

- 1. History and popularity. The student relates the origin and basic evolution of the dance.
- 2. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: instrumental accompaniment.
  - b. Terms: spatial awareness, timing, energy, accents, contrasts, expressions, tempo, phrasing.
- 3. The student performs interpretive and creative dances.
- 4. Student employs basic motor movements using the appropriate body mechanics and form for the skills listed above in number 3.
- 5. Student applies the safety factors involved in dancing.

**L. Frisbee (ultimate)**

- 1. History and popularity: the student relates the origin and basic evolution of the game.

2. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: frisbee.
  - b. Players and substitutes
  - c. Scoring
  - d. Live vs. dead play
  - e. Out-of-bounds and in-bounds
  - f. Fouls, violations, and penalties
  - g. Boundaries
  - h. Terms: juggle, traveling, variations of throws.
3. Student performs the following skills: throwing and catching.
4. The student performs frisbee maneuvers.
5. Student applies various frisbee strategies and relates this knowledge to facilitate effective play.
6. Student applies the safety factors involved in frisbee.

**M. Handball**

1. History and popularity. The student relates the origin and basic evolution of the game.
2. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: handball
  - b. Players and substitutes.
  - c. Scoring
  - d. Live vs. dead play
  - e. Out-of-bounds and in-bounds
  - f. Fouls, violations, and penalties
  - g. Boundaries
  - h. Terms: ace, crotch ball, kill, short, long, hinder, hand-out, punch, rally.
3. Students perform the following skills: serve, return, footwork, and court position.
4. Student employs handball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. Student applies various handball strategies and relates this knowledge to facilitate effective play.
6. Student applies the safety factors involved in handball.

**N. Aerobic Walk/Jog**

1. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: shoes, apparel
  - b. Timing: only to evaluate personal performance
  - c. Terms: pace, stride, body position, arm position, breathing
2. Student performs the following skills: pace, stride
3. Student employs jogging maneuvers using the appropriate body mechanics and form for the skills listed above in number 2.
4. Student applies the safety factors involved in jogging.

**O. Paddleball**

1. History and popularity: the student relates the origin and basic evolution of the game.
2. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: paddle, ball, sneakers
  - b. Players and substitutes – cut throat, singles, doubles
  - c. Scoring: match
  - d. Live vs. dead play
  - e. Out-of-bounds and in-bounds
  - f. Fouls, violations, and penalties
  - g. Boundaries
  - h. Terms: serve, (legal/illegal), grip, stance, swing, shot, return.
3. Students perform the following skills: serve, footfault, grip, stance, swing, shot and return.
4. Student employs paddleball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. Student applies various paddleball strategies and relates this knowledge to facilitate effective play.
6. Student applies the safety factors involved in paddleball.

**P. Racquetball**

1. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: racket, ball, sneakers, safety glasses, court
  - b. Scoring: match
  - c. Live vs. dead play
  - d. Out-of-bounds and in-bounds
  - e. Fouls, violations, and penalties
  - f. Boundaries
  - g. Terms: serve, skill, pinch, ceiling, cross court, down the line, punch, thong, around the world, drop shot, block, slice, smash, hinder.
2. Students perform the following skills: serve, volley, return, forehand, backhand.
3. Student employs racquetball maneuvers using the appropriate body mechanics and form for the skills listed above in number 2.
4. Student applies various handball strategies and relates this knowledge to facilitate effective play.
5. Student applies the safety factors involved in racquetball.

**Q. Bocci**

1. Terms/Rules (Modified)
  - a. Equipment: Balls (pallina)
  - b. Scoring
  - c. Set-up
  - d. Boundaries
2. Rolling, Ricochet
3. Safety factors

## **PHYSICAL FITNESS**

### **A. Exercise/Warm-ups**

The student applies terminology and rules where appropriate, including those which concern:

- a. Equipment
  - b. Terms: cardiovascular endurance, muscular endurance, flexibility, warm-ups.
1. Students perform the following exercises: weight training, self resistance, partner resistance, calisthenics, aerobics, stretching.
  2. Student employs physical fitness maneuvers using the appropriate body mechanics and form for the skills listed above in number 2.
  3. Student applies the safety factors involved in physical fitness conditioning exercises.

### **B. Physical Fitness Training**

1. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: stop watch, tape, recording form, mats, pull-up bar, other equipment required by test battery
  - b. Scoring: vary according to test battery
  - c. Timing: use of stop watch
  - d. Fouls, violations, and penalties
  - e. Boundaries: according to test battery
  - f. Terms: stop watch, tape, recording forms, pulse/heart rate
2. The student performs skills according to test battery.
3. Student employs the appropriate body mechanics and form pertaining to the test battery
4. The student applies various physical fitness training strategies.
5. Student applies the safety factors pertaining to the test battery.

### **C. Weight Training (optional)**

1. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: use of universal gym/weights, machines
  - b. Out-of-bounds, in-bounds
  - c. Boundaries: according to test battery
  - d. Terms: press ,curl, snatch, jerk, isometrics.
2. Students perform the following exercises: press, curls, snatch, jerk, and isometrics.
3. Student employs physical fitness maneuvers using the appropriate body mechanics and form for the skills listed above in number 2.
4. Student applies the safety factors involved in physical fitness weight training

**D. Stress Relaxation/Yoga**

1. Terminology and rules. The student applies terminology where appropriate, including those which concern:
  - a. Equipment: mats, audio/video
2. The students will perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.
3. The Students will understand how to modify fitness plans to accommodate for injury, illness, pregnancy, aging, and disability.

**PROJECT ADVENTURE**

- A. Initiatives and Cooperative Games**
- B. Trust Activities**

**ATTITUDES AND VALUES**

- A. The student demonstrates positive feelings toward safety in physical education.**
- B. The student demonstrates good sportsmanship**
- C. The student demonstrates positive attitudes and behaviors toward self and others in physical education.**
- D. The student appreciates physical activities for creating an avenue of self-expression.**
- E. The student values the importance of maintaining physical fitness.**
- F. The student appreciates physical activity for promoting mental and physical well-being**
- G. The student demonstrates a knowledge of rules which enhances the success of the activity.**

**GRADES NINE TO TWELVE**

**NORTHERN VALLEY SCHOOLS  
Office of Curriculum and Instruction**

**HEALTH, SAFETY AND PHYSICAL EDUCATION DEPARTMENT  
Demarest and Old Tappan**

**PHYSICAL EDUCATION  
GRADES 9 AND 10**

**UNIT I      Attitudes and Values**

**UNIT II      Team Sports**

Basketball

Flag/Touch Football

Hockey (Field/floor/pillow polo)

Soccer

Softball

Styxball (Lacrosse)

Team Handball

Volleyball

**Unit III      Lifetime/Recreation Activities**

Badminton

Speedball

Tennis

Track and Field (Cross Country)

**Unit IV      Physical Fitness**

Fitness Testing

Ultimate Fitness

Weight Training

**Unit V      Project Adventure**

Intro

Level 1

**NORTHERN VALLEY SCHOOLS**  
**Office of Curriculum and Instruction**  
**HEALTH, SAFETY AND PHYSICAL EDUCATION DEPARTMENT**  
**Demarest and Old Tappan**  
**PHYSICAL EDUCATION**  
**GRADES 11 AND 12**

**UNIT I**                    **Attitudes and Values**

**UNIT II**                    **Team Sports**  
Basketball  
Flag/Touch Football  
Hockey (Field/Floor/Pillow Polo)  
Styxball (Lacrosse)  
Soccer  
Softball  
Team Handball  
Volleyball

**Unit III**                    **Lifetime/Recreation Activities**  
Archery  
Badminton  
Bocci Ball  
Boxball  
Cross Country/Track and Field  
Dance  
Golf  
Horseshoes  
Paddleball  
Pickleball  
Speedball  
Table Tennis  
Teens and Tots  
Tennis  
Ultimate Frisbee

**Unit IV**                    **Physical Fitness**  
Aerobics  
Fitness Testing  
Self-defense/Wrestling  
Ultimate Fitness  
Yoga

**Unit V**                    **Project Adventure**  
Level 2  
Level 3

## GRADES 9 – 12

Instruction on the 9<sup>th</sup> and 10<sup>th</sup> grade levels includes basic skills and concepts of playing. Higher level concepts of game play and strategies is recommended. Instruction on the 11<sup>th</sup> and 12<sup>th</sup> grade levels includes higher level skills and concepts of lifetime and carry-over sport activities.

### Unit I. Attitudes and Values

- A. The student demonstrates positive feelings toward safety in physical education.
- B. The student demonstrates good sportsmanship.
- C. The student demonstrates positive attitudes and behaviors toward self and others in physical education.
- D. The student appreciates physical activities for creating an avenue of self-expression.
- E. The student values the importance of maintaining physical fitness.
- F. The student appreciates physical activity for promoting mental and physical well-being.
- G. The student demonstrates a knowledge of rules, which enhances the success of the activity.

### Unit II. Team Sports

#### A. Basketball

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: sneakers, backboard, rim and ball.
  - b. Players and substitutes.
  - c. Scoring: 2 pt. field goal, 1 pt. free throw, 3 pt. shot
  - d. Out-of-bounds and in-bounds.
  - e. Fouls, violations: time violations (3 sec., 5 sec., and 10 sec.), charging, traveling, carrying, double dribble, back court, and penalties, personal and technical.
  - f. Boundaries: side line, end line, foul line, foul lane, center restraining circle, 5 sec. line, 3 sec. area, foul lane markings.
  - g. Examples of terms: key, lay-up, jump shot, hook shot, free throw, screen, kick, rebound, post, zones, man-to-man, jump ball, boxing out, stuff, block, press, trap, fast break, basic official hand signals.
3. The student performs skills. Examples: dribbling, receiving the ball, pivoting, guarding, rebounding, shooting, passing.
4. The student employs basketball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various basketball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factor involved in playing basketball.

#### B. Flag/Touch Football

1. History and popularity: the student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment. Examples: football, flags, belts or pinnies, kicking tee.
  - b. Live vs dead play.

- c. Out-of-bounds and in-bounds.
  - d. Penalties/violations. Examples: offsides, illegal blocks, holding, pass interference, unnecessary roughness and penalties.
  - e. Boundaries: sidelines, end zone, goal line, yard lines.
  - f. Examples of terms: fumble, punt, field goal, downs, huddle, safety, touchdown, touch back, scrimmage line, centering.
3. The student performs basic skills. Examples: centering, stances, hand-off, passing, receiving, running with the ball, punting, screen block, flag/belt “tackling”.
  4. The student employs flag football maneuvers using the appropriate body mechanics and form for the skills.
  5. The student applies various flag football offensive and defensive strategies and relates this knowledge to facilitate effective team play.
  6. The student applies the safety factors involved in playing flag football.

### **C. Hockey Games (Field, Floor, Pillow Polo)**

1. History and/or popularity: the student relates the origin and basic evolution of the game.
2. Terminology and rules. The student explains terminology and rules where appropriate, including those which concern:
  - a. Equipment: sticks, puck or ball, goalie mask, goal cages.
  - b. Fouls/violations: high stick, slashing, tripping, pushing, blocking with body, penalties.
3. The student performs skills: passing, receiving a pass, guarding, stick handling, goal tending, shooting.
4. The student employs hockey maneuvers using the appropriate body mechanics and form for skills listed above in number 3.
5. The student applies various hockey offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in playing hockey.

### **D. Soccer**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: ball, pinnies, goals.
  - b. Players and substitutes
  - c. Live vs. dead play. Examples: direct and indirect kicks, goal kicks, penalty kicks, throw-in, corner kicks.
  - d. Penalties/violations. Examples: dangerous play, hand ball, tripping, kicking, pushing, off sides, charging, holding, illegal kick, illegal substitution.
  - e. Boundaries: goal, goal line, goal area, penalty area, penalty kick, center line, corner kick line.
  - f. Terms: trapping, volleying, offside, blocking, dribbling, kicking, punting, heading, passing, throw in, drop ball.
3. The student performs skills. Examples: blocking, dribbling, kicking, heading, passing, throw-in, trapping, goal keeping, punting, volleying.
4. The student employs soccer maneuvers using the appropriate body mechanics and form for skills.
5. The student applies various soccer offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in playing soccer.

### **E. Softball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: bats, ball, bases, catcher's mask and chest protector, fielding gloves.
  - b. Players and substitutes.
  - c. Out-of-bounds and in bounds
  - d. Violations. Examples: catcher interference, balk, player interference.
  - e. Boundaries: foul lines, back stop, bases, home plate, pitching rubber, batter's box, dead ball area.
3. The student performs the following skills: fielding, batting, base-running, pitching, throwing, catching.
4. The student employs softball maneuvers using the appropriate body mechanics and form for skills.
5. The student applies various softball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in playing softball.

### **E. Styxball (Lacrosse)**

1. History and/or popularity: The student related the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: sticks, ball, goals
  - b. Scoring: one point per goal.
  - c. Terms. Examples: scoop, overhand throw, overhand catch, underhand throw, underhand catch, stick check, goal, stick handling, cradle, face-off.
3. The student performs the following skills. Examples: throw, catch, face-off.
4. The student employs lacrosse maneuvers using the appropriate body mechanics and form for skills.
5. The student applies various lacrosse strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in playing lacrosse.

### **F. Team Handball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: goals, team handball
  - b. Fouls, violations. Examples: penalty throw, traveling, possession violation, goal, crease violation.
  - c. Terms. Examples: throw in, circles, chasers, referee throw, corner throw, throw off, free throw, penalty throw.
7. The student performs the following skills. Examples: dribbling, passing, running, pivoting, throwing.
8. The student employs team handball maneuvers using the appropriate body mechanics and form for skills.
9. The student applies various team handball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
10. The student applies safety factors involved in playing team handball.

## **G. Volleyball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: net, standards, ball
  - b. Players and substitutes.
  - c. Scoring. Can only score when serving.
  - d. Out-of-bounds and in bounds
  - e. Violations: carry, double hit, net, line, illegal hit.
  - f. Boundaries: court size
  - g. Terms. Examples: block, spike, set, simultaneous contact, bump, dig, service.
3. The student performs the following skills: serving, setting, passing, digging, blocking, net play, positioning, bumping, spiking, dink.
4. The student employs volleyball maneuvers using the appropriate body mechanics and form for skills.
5. The student applies various volleyball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in playing volleyball.

## **Unit III. Lifetime/Recreation Activities**

### **A. Archery**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: bow, arrow, target, finger tab, arm guard, net.
  - b. Scoring: 9-gold, 7-red, 5-blue, 3-black, 1-white, bounce back-7
  - c. Fouls
  - d. Boundaries
  - e. Terms: shaft, feather, quiver, limb, belly, fletching, petti coat, stands, guide, cock feather, arrow rest.
3. The student performs basic skills. Examples: stance, grips, draw, stringing, release, aim, follow through.
4. The student employs archery maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies archery strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in archery.

### **B. Badminton**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: shuttlecock, racket, net, tape
  - b. Scoring: points scored only when serving
  - c. Fault: infraction of rules
  - d. Boundaries: court
  - e. Terms: volley, ace, singles, doubles, drop shot, smash, lob, clear, drive, backhand, forehand, serves, blocks.

3. The student performs basic skills. Examples: forehand, backhand, lob, smash, drop, clear drive, serving, returning.
4. The student employs badminton maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various badminton strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in badminton.

**C. Bocci Ball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: Bocci balls, court
  - b. Scoring
  - c. Fouls
  - d. Boundaries: court dimensions
  - e. Term: block
3. The student applies safety factors appropriate for Bocci Ball.

**D. Boxball**

1. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: box court, ball
  - b. Scoring: 1 pt.
  - c. Fouls/violations, penalties
  - d. Terms: in, out, serve
2. The student performs basic skills. forehand, serve
3. The student employs boxball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
4. The student applies boxball strategies and relates this knowledge to facilitate effective team play.
5. The student applies the safety factors involved in boxball.

**E. (Cross Country)Track and Field Activities**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: (1) field events - sandpit, measuring tape, rake, take-off board, cross bar, standards, landing pit, discus, shot put, markers, toe board, pole vaulting box. (2) running events, baton, hurdles, blocks (starting) stop watch
  - b. Fouls/violations: miss, time, take-off, circle, follow-through, cutting off, lane interference, false start.
  - c. Terms. Examples: lane assignments, kick, approach, take-off, toe board, foul, lane, crossbar, standard, anchor, sprint, float, shuttle, passing, exchange zone, baton passing.
3. The student performs basic skills. Examples are: (a) field events – grip, release, follow-through, footwork, take-off, landing. (b) running – form, stride, start, hurdling
4. The student employs track and field maneuvers using the appropriate body mechanics and form for skills.

5. The student applies various track and field strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in track and field.

**F. Dance (interpretive/creative/aerobic) Visual and Performing Arts Standards –**

1. History and/or popularity. The student relates the origin and basic evolution of dance.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: instrumental, accompaniment
  - b. Terms: spacial awareness, timing, accents, contrasts, expressions, tempo, phrasing.
3. The student performs interpretive and creative dances.
4. The student employs basic motor movements using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies the safety factors involved in dancing.
6. Terms. Examples: block, spike, set, simultaneous contact, bump, dig, service.
7. The student performs the following skills: serving, setting, passing, digging, blocking, net play, positioning, bumping, spiking, dink.
8. The student employs volleyball maneuvers using the appropriate body mechanics and form for skills.
9. The student applies various volleyball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
10. The student applies safety factors involved in playing volleyball.

**G. Golf**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: clubs, balls, tees
  - b. Scoring: learning to keep score
  - c. Out-of-bounds and in-bounds
  - d. Penalties
  - e. Terms: par, bogie, birdie, eagle, address, slice, pin, hazard, tee area, hook, chip, putt, drive, pitch, trap, fore, wood, iron, putter, caddie, rough, fairway, green, bunker, divot.
3. The student performs basic skills. Examples: stance, grip, swing, follow through.
4. The student employs the appropriate body mechanics and form for skills.
5. The student applies various golf strategies and facilitates effective play.
6. The student applies safety factors involved in playing golf.

**H. Horseshoe/Quoit Pitching**

1. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: Horseshoes, quoits, stakes (indoor)
  - b. Scoring – ringer (3 pts.), leaner (2 pts.), closest shoe (1 pt.)/quoit
  - c. Fouls/violations: out-of-turn, stepping over foul line
  - d. Terms: ringer, leaner, pit
2. The student performs basic skills. Examples: grip, stance, pitch, release, follow-through.
3. The student applies horseshoe/quoit pitching maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.

4. The student applies various horseshoe, quoits pitching strategies and relates this knowledge to facilitate effective team play.
5. The student applies the safety factors involved in horseshoe/quoit pitching.

### **I. Paddleball**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: goggles, balls, court, paddles
  - b. Players: single, cut throat, doubles
  - c. Scoring: points won on serve
  - d. Fouls
  - e. Boundaries: court dimension
  - f. Terms: ace, crotch ball, kill, short, long, hinder, hand-out, punch, rally, foot faults
3. The student performs basic skills. Examples: serve, return, footwork, and court position.
4. The student employs handball maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various handball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in paddleball and handball.

### **J. Pickle Ball (optional)**

1. History and/or popularity: the student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: paddle, court, whiffle ball.
  - b. Players and substitutes – singles and doubles
  - c. Out-of-bounds and in-bounds
  - d. Fouls, violations, penalties
3. The student performs the following skills: serve, forehand, backhand, and volley.
4. The student employs pickleball maneuvers using the appropriate body mechanics and form for the skills.
5. The student applies various pickleball strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in playing pickleball.

### **K. Speedball (optional)**

1. History and/or popularity: the student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: goals, balls, pinnies.
  - b. Scoring: field goal (3 pts.), touch down (6 pts.), goal (1 pt.).
  - c. Fouls, violations. Examples: handball, unnecessary roughness, traveling, kickoff violation.
  - d. Boundaries (side/end lines, goal area)
  - e. Terms. Examples: ground ball, air ball, kickoff, tie ball, free kick, drop kick, place kick, pivot, air juggle, attacking team, punt, dribble, penalty corner, defending team, volley

3. The student performs the following skills: blocking, trapping, marking, covering, dribbling, passing, drop kick, heading, punting, place kicking, foot lift (self and teammate) plus related skills from other appropriate sports.
4. The student employs speedball maneuvers using the appropriate body mechanics and form for skills.
5. The student applies various speedball offensive and defensive strategies and relates this knowledge to facilitate effective team play.
4. The student applies safety factors involved in playing speedball.

**L. Table Tennis**

1. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: table, paddle, ball, net
  - b. Scoring: person reaching 21 points
  - c. Live vs. dead play
  - d. Penalties
  - e. Boundaries: table
  - f. Terms: forehand, backhand, serve, lob, smash, spin.
2. The student performs basic skills. Examples: forehand, backhand, serve, lob, smash, spin.
3. The student employs table tennis maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
4. The student applies various table tennis strategies and relates this knowledge to facilitate effective team play.
5. The student applies the safety factors involved in table tennis.

**M. Teens and Tots**

**N. Tennis**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: sneakers, net, court, racket, balls
  - b. Scoring: match point, set, deuce, ad-in, ad-out, point, love, game
  - c. Out-of-bounds and in-bounds
  - d. Fouls/violations: foot fault, let and penalties
  - e. Boundaries: serving line, alley, singles and doubles court, side line, end line, base line, back court, front court, mid court.
  - f. Terms: handle, head, neck, lob, smash, forehand, backhand, rally, volley, half-volley, set, match, ace, drop volley, let, game, slice, topspin, backspin, sweet spot.
3. The student performs basic skills. Examples: serve, volley, smash, lob, footwork, forehand, backhand.
4. The student demonstrates the appropriate body mechanics and form for skills.
5. The student applies various tennis singles, doubles, and mixed doubles strategies and relates this knowledge to facilitate effective team play.
6. The student applies safety factors involved in playing tennis.

## **O. (ultimate)Frisbee**

1. History and/or popularity. The student relates the origin and basic evolution of the game.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: Frisbee
  - b. Fouls, violations: pushing, penalties
  - c. Boundaries: field space
  - d. Terms: juggle, traveling, variations of throws
3. The student performs basic skills. Examples: throwing and catching.
4. The student employs Frisbee maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
5. The student applies various Frisbee strategies and relates this knowledge to facilitate effective team play.
6. The student applies the safety factors involved in Frisbee.

## **Unit IV. Physical Fitness**

### **A. Aerobics/Yoga**

4. Terminology and rules. The student applies terminology where appropriate, including those which concern:
  - a. Equipment: mats, audio/video
5. The students will perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.
6. The Students will understand how to modify fitness plans to accommodate for injury, illness, pregnancy, aging, and disability.

### **B. Physical Fitness Testing - flexibility**

1. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: example, stopwatch, tape, recording form, mats, pull-up bar, other equipment required by test battery.
  - b. Timing: use of stopwatch
2. The student performs skills according to test battery.
3. The student employs the appropriate body mechanics and form pertaining to the test battery used.
4. The student applies various physical fitness training strategies.
5. The student applies the safety factors pertaining to the test battery.

### **C. Martial Arts/Self Defense/Wrestling**

1. Develop knowledge of the science of self-defense/wrestling to help you defend yourself when threatened by physical violence.
2. Review history and origin of martial arts/Wrestling.
3. Apply terminology where appropriate
4. Perform tactics and defense maneuvers
5. Apply safety factors
6. Observation, skill tests, written tests, self evaluation (through video)

**D. Ultimate Fitness**

1. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Equipment: Free weights, machines, scooters, steps.
2. The student performs activities that include the three components of fitness. Examples: weight training, self-resistance, partner resistance, calisthenics, aerobics, stretching.
3. The student employs physical fitness maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.
4. The student applies the safety factors involved in physical fitness conditioning exercises.

**E. Weight Training**

1. History and/or popularity.
2. Terminology and rules. The student applies terminology and rules where appropriate, including those which concern:
  - a. Use of universal gym/weights, machines, free weights
  - b. Terms: press, curl, snatch, jerk, isometrics
3. The student performs basic skills. Examples: press, curls, snatch, jerk, and isometrics.
4. The student employs physical fitness maneuvers using the appropriate body mechanics and form for the skills listed above in number 3.

The student applies the safety factors involved in physical fitness weight training.

**Unit I:** Attitudes and Values

**Goals:**

1. Develop positive attitudes and values concerning exercise.
2. Develop positive attitudes and values concerning physical fitness.
3. Develop positive attitudes and values concerning physical education activities.
4. Develop positive attitudes and values concerning classmates and self.
5. Develop positive attitudes and values concerning sportsmanship.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Appreciate physical activity for promoting physical well being.	Encourage student to develop exercise programs needed to maintain their own levels of physical fitness	Observation Written tests	2.2.(12)A.2 2.2.(12)B.1-3
2. Value the importance of maintaining physical fitness.	Monitor and measure skills	Physical fitness test scores and report cards	2.2.(12)C.1 2.5.(12)C.1
3. Develop a healthy outlet for self-expression, creative energy, release of tension, and emotional drive.	Encourage motivation toward development of self expression	Individual student work sheets	2.6.(12)A.1
4. Demonstrate positive attitudes toward self and others in physical education activities.	Enforcement and monitoring of positive attitudes		
5. Demonstrate the concept of fair play as it relates to one's role in physical activity.	Enforcement and monitoring of fair play		
6. Employ safety skills while participating in physical education classes.	Enforcement and monitoring of safety factors		

**Unit II: Team Sports****A. Basketball****Goal:**

Develop knowledge and skill necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Explore history and popularity of game.	Drills	Observation	2.5.(12)C.1
2. Apply terminology where appropriate.	Demonstration	Written tests	2.5.(12) D.1-2
3. Perform skills of dribbling, receiving, passing, pivoting, guarding, and rebounding.	Skills test	Skills tests	2.5.(12)E.1
4. Employ basic strategies during team play.	Audio-visual materials		
5. Apply safety factors during team play and drills.	Study guides		
6. Apply sport psychology techniques to mentally prepare students for team activities.	Modified games		
	Lecture		
	Resource binders		

**Unit II: Team Sports**

**B. Softball**

**Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand the origin and basic evolution of the game.	Drills	Observation	2.5.(12)C.1
2. Apply terminology and rules where appropriate.	Demonstration	Written tests	2.5.(12)D.1-2
3. Perform the following skills: fielding, batting, base-running, pitching, and throwing.	Skills test	Skills tests	2.5.(12)E.1
4. Apply the safety factors involved in playing softball.	Audio-visual materials		
5. Apply sport psychology techniques to mentally prepare students for team activities.	Study guides		
	Modified games		
	Lecture		
	Resource binders		

**Unit II: Team Sports****C. Soccer****Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Explore the origin and basic evolution of the game.	Drills	Observation	2.5.(12)C.1
2. Apply terminology and rules where appropriate.	Demonstration	Written tests	2.5.(12)D.1-2
3. Perform the following skills: blocking, dribbling, kicking, heading, passing, throw-in, trapping, goal keeping, punting, and volleying.	Skills test	Skills tests	2.5.(12)E.1
4. Employ soccer maneuvers using the appropriate body mechanics and form.	Audio-visual materials		
5. Apply various soccer offensive and defensive strategies and relate this knowledge to facilitate effective team play.	Study guides		
6. Apply the safety factors involved in playing soccer.	Modified games		
7. Apply sport psychology techniques to mentally prepare for team activities.	Lecture		
	Resource binders		

**Unit II: Team Sports****D. Flag/Touch Football****Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Apply terminology and rules where appropriate.  2. Perform the following skills: centering, stances, handoff, passing, receiving, running with the ball, punting, place kicking, screen block, flag or touch tackling.  3. Apply the safety factors involved in playing flag or touch football.  4. Apply sport psychology techniques to mentally prepare students for team activities.	Drills  Demonstration  Skills test  Audio-visual materials  Study guides  Modified games  Lecture  Resource binders	Observation  Written tests  Skills tests	2.5.(12)C.1  2.5.(12)D.1-2  2.5.(12)E.1

**Unit II: Team Sports****E. Volleyball****Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Relate the origin and basic evolution of the game.	Drills	Observation	2.5.(12)C.1
2. Apply terminology and rules where appropriate.	Demonstration	Written tests	2.5.(12)D.1-2
3. Perform the following skills: serving, setting, passing, digging, blocking, net play, positioning, bumping, spiking, dink.	Skills test	Skills tests	2.5.(12)E.1
4. Employ volleyball maneuvers using the appropriate body mechanics and form.	Audio-visual materials		
5. Apply the safety factors involved in playing volleyball.	Study guides		
6. Apply sport psychology techniques to mentally prepare for team activities.	Modified games		
	Lecture		
	Resource binders		

**Unit II: Team Sports****F. Styxball (Lacrosse)****Goals:**

1. Develop knowledge and skills necessary for effective team play.
2. Apply in game situations knowledge and skill already developed.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Apply terminology and rules where appropriate.	Drills	Observation	2.5.(12)C.1
2. Perform the following skills: passing, catching.	Demonstration	Written tests	2.5.(12)D.1-2
3. Employ Lacrosse/styxball maneuvers using the appropriate body mechanics and form.	Skills test	Skills tests	2.5.(12)E.1
4. Apply the safety factors involved in playing Lacrosse.	Audio-visual materials		
5. Apply sport psychology techniques to mentally prepare for team activities.	Study guides		
	Modified games		
	Lecture		
	Resource binders		

**Unit II: Team Sports****G. Hockey (Field, floor, Pillow Polo)****Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Explore the history and popularity of game.	Drills	Observation	2.5.(12)C.1
2. Apply terminology where appropriate.	Demonstration	Written tests	2.5.(12)D.1-2
1. Employ basic strategies during team play.	Skills test	Skills tests	2.5.(12)E.1
4. Apply safety factors during play and drill.	Audio-visual materials		
5. Apply sport psychology techniques to mentally prepare for team activities.	Study guides		
	Modified games		
	Lecture		
	Resource binders		

**Unit II: Team Sports****H. Team Handball****Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand history and popularity of game.	Drills	Observation	2.5.(12)C.1
2. Apply terminology where appropriate.	Demonstration	Written tests	2.5.(12)D.1-2
3. Employ basic strategies during team play.	Skills test	Skills tests	2.5.(12)E.1
4. Apply safety factors during play and drill.	Audio-visual materials		
	Study guides		
	Modified games		
	Lecture		
	Resource binders		

**Unit III. Lifetime/Recreation Activities****A. Speedball****Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand the history and popularity of game.	Drills	Observation	2.2.(12)B.2
2. Apply terminology where appropriate.	Demonstration	Written tests	2.2.(12)C.1
3. Employ basic strategies during team play.	Skills test	Skills tests	2.5(12)C.1
4. Apply safety factors during play and drill.	Audio-visual materials		2.5.(12)D.1-2
	Study guides		2.5.(12)E.1
	Modified games		
	Lecture		
	Resource binders		

**Unit III. Lifetime/Recreation Activities**

**B. Badminton**

**Goals:**

1. Understand fundamental techniques involved in the various strokes of badminton.
2. Understand application of basic strokes.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Explore the history and popularity of the game.	Drills	Observation	2.2.(12)B.2
2. Apply terminology where appropriate.	Demonstration	Written tests	2.2.(12)C.1
3. Perform the following skills: forehand, backhand, lob, smash, drop, clear drive, serving, returning.	Skills test	Skills tests	2.5.(12)C.1 2.5.(12)D.1-2
4. Employ badminton maneuvers using the appropriate body mechanics and form.	Audio-visual materials Study guides Modified games		2.5.(12)E.1
	Lecture Resource binders		

**Unit III. Lifetime/Recreation Activities****C. Dance****Goal:**

Develop social and physical skills related to dance.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand the history and origin of dance.	Drills	Observation	2.2.(12)B.2
2. Review terminology where appropriate.	Demonstration	Written test 20%	2.2.(12)C.1
2. Review step patterns and appropriate body mechanics related to dance.	Skills test	Performances 80%	2.5.(12)C.1
	Audio-visual materials		2.5.(12)D.1-2
	Study guides		2.5.(12)E.1
3. Design and perform dance routines.	Modified games		
	Lecture		
4. Understand intentional changes in direction, flow, and speed.	Guest performers		
	Bodies in Motion		
	Rubric		

**Unit III. Lifetime/Recreation Activities****D. Paddleball, Racquetball****Goal:**

Develop knowledge and skill for effective handball, paddleball, and racquetball play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Explore the history and popularity of dance.	Drills	Observation	2.5.(12)C.1
2. Terminology and rules.	Demonstration	Written tests	2.5.(12)D.1-2
3. Perform basic skills.	Skills test	Skills tests	2.5.(12)E.1
4. Apply various strategies.	Audio-visual materials		
5. Apply safety factors.	Study guides		
	Competition		

**Unit III. Lifetime/Recreation Activities****E. Tennis****Goal:**

Develop knowledge and skill necessary for effective and enjoyable participation.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand the origin and evolution of game.	Drills	Observation	2.2.(12)B.2
2. Apply terminology where appropriate.	Demonstration	Written tests	2.2.(12)C.1
3. Perform basic skills of the serve, volley, forehand and backhand.	Skills test	Skills tests	2.5.(12)C.1
4. Employ tennis maneuvers.	Audio-visual materials	Self-evaluation	2.5.(12)D.1-2
5. Apply various tennis strategies.	Study guides		2.5.(12)E.1
6. Apply safety factors.	Guest speakers		
	Self evaluation through video		
	Games		
	Written study guides		

**Unit III. Lifetime/Recreation Activities**

**F. Cross Country/Track and Field**

**Goals:**

1. Develop knowledge and skill necessary for effective and enjoyable participation.
2. Develop knowledge of various track and field events.
3. Execute the basic skills for each of the events.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Monitor and interpret heart rate.	Drills	Observation	2.2.(12)B.2
2. Apply terminology and rules where appropriate.	Demonstration	Written tests	2.2.(12)C.1
3. Perform the following skills: breathing, running form, arm carry, relaxation.	Skills test  Practice meets  Charts and hand-outs	Skills tests	2.5.(12)C.1
4. Perform the appropriate body mechanics and form for the skills required.	Audio visual materials	Oral questioning.	2.5.(12)D.1-2  2.5.(12)E.1
5. Perform basic skills for field and running events.			
6. Apply safety factors involved in cross country/track and field.			

**Unit III. Lifetime/Recreation Activities****G. Ultimate Frisbee****Goal:**

Develop knowledge and skills necessary for effective team and recreation play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Apply terminology where appropriate.	Drills	Observation	2.2.(12)B.2
2. Perform fundamental skills and strategies as they relate to effective play.	Demonstration	Written tests	2.2.(12)C.1
	Skills test	Skills tests	2.5.(12)C.1
	Audio-visual materials		2.5.(12)D.1-2
	Study guides		2.5.(12)E.1
	Modified games		
	Lecture		
	Competition		

**Unit III. Lifetime/Recreation Activities****H. Pickleball****Goal:**

Develop knowledge and skills necessary for effective team play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand the history and popularity of game.	Drills	Observation	2.5.(12)C.1
2. Apply terminology where appropriate.	Demonstration	Written tests	2.5.(12)D.1-2
3. Employ basic strategies during team play.	Skills test	Skills tests	2.5.(12)E.1
4. Apply safety factors during play and drill.	Audio-visual materials		
	Study guides		
	Modified games		

**Unit III. Lifetime/Recreation Activities****I. Table Tennis****Goal:**

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Apply terminology where appropriate.	Drills	Observation	2.2.(12)B.2
2. Perform basic skills of strokes, serve, forehand, backhand, lob, smash, spin.	Demonstration Game play		2.2.(12)C.1 2.5.(12)C.1 2.5.(12)D.1-2
3. Employ basic strategies during play.			2.5.(12)E.1
4. Apply safety factors during play.			

**Unit III. Lifetime/Recreation Activities****J. Horseshoe Pitching****Goal:**

Develop knowledge and skill necessary for effective play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Apply terminology where appropriate.	Demonstration	Observation	2.2.(12)B.2
2. Perform skills of grip, stances, pitch release, follow through.	Game play		2.2.(12)C.1
3. Employ basic strategies during play.			2.5.(12)C.1
			2.5.(12)D.1-2
4. Apply safety factors during play.			2.5.(12)E.1

**Unit III. Lifetime/Recreation Activities****K. Boxball****Goal:**

Develop knowledge and skill necessary for effective play.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Apply terminology where appropriate.	Demonstration and explanation	Observation	2.2.(12)B.2
2. Perform skills of forehand, serve, types of strokes.	Game Play		2.2.(12)C.1
3. Employ basic strategies during team play.			2.5.(12)C.1
4. Apply safety factors during play.			2.5.(12)D.1-2
			2.5.(12)E.1

**Unit III. Lifetime/Recreation Activities L. Teens & Tots – Pre Kindergarten Curriculum**

**GOAL:**

1. Develop movement activities for pre-school children that allow them to explore, perform, and develop locomotor and non-locomotor skills.
2. Develop an understanding of movement concepts related to pre-school children.

**a. Provide Educational Experiences**

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Provide educational experiences for young children that enable them to explore.	Demonstrating  Modeling	Teacher observation	2.5.(12)A.4-5  2.5.(12)B.1-2

**b. Static and Dynamic Balance**

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Children will explore static and dynamic balance	Pictures of body parts to simulate exploration of static balances on various parts  Show photos of children performing balancing activities and model	Teacher observation  Student's response to oral questions	2.5.(12)A.4-5  2.5.(12)B.1-2

## L. Teens & Tots – Pre Kindergarten Curriculum - Continued

### c. Throwing Objects at Targets

OBJECTIVES	SUGGESTED STRATEGIES RESOURCES	EVALUATION	CONTENT STANDARDS
1. Children will practice throwing various objects at large targets.	Objects to throw include shuttlecocks, small foam balls, etc  Include different distances	Teacher observation	2.5.(12)A.4-5  2.5.(12)B.1-2

### d. Catching and/or Trapping objects

OBJECTIVES	SUGGESTED STRATEGIES RESOURCES	EVALUATION	CONTENT STANDARDS
1. Children will experience catching and/or trapping various objects alone or with a partner.	Verbal commands of teacher  Mirroring  Following objects	Teacher observation	2.5.(12)A.4-5  2.5.(12)B.1-2

**Unit III. Lifetime/Recreation Activities**

**M. Golf**

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand the origin and evolution of the game.	Drills with plastic golf balls	Teacher observation	2.2.(12)B.2
2. Apply terminology where appropriate.	Demonstration Audio Visual Materials	Written exam	2.2.(12)C.1
3. Perform basic skills of stance, grip, swing, and follow through.	Verbal commands of teacher  Mirroring	Skill test : Putting, chipping, driving	2.5.(12)C.1
4. Understand the purpose of the various clubs.	Following objects		2.5.(12)D.1-2
5. Employ tennis maneuvers.			2.5.(12)E.1
6. Apply various golf strategies.			
7. Apply safety factors involved with golf			

**Unit III. Lifetime/Recreation Activities**

**N. Archery**

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Relate origin and evolution of game.	Drills	Teacher observation	2.2.(12)B.2
2. Apply terminology where appropriate.	Demonstration	Written exam	2.2.(12)C.1
3. Perform basic skills of stance, grip, draw, nock, stringing, release, aim, and follow through.	Audio Visual Materials Verbal commands of teacher	Skill test	2.5.(12)C.1 2.5.(12)D.1-2
4. Employ archery maneuvers using the appropriate body mechanics.	Mirroring Study guides Modified games		2.5.(12)E.1
5. Understand the archery scoring system.			
6. Apply various archery strategies.			
7. Apply safety factors involved with Archery.			

**Unit IV. Physical Fitness**

**A. Aerobics/Yoga**

**Goals:**

1. Maintain and increase student over-all fitness levels.
2. Develop knowledge of physical fitness.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
<ol style="list-style-type: none"> <li>1. Perform various physical fitness activities.</li> <li>2. Explain the values of physical fitness.</li> <li>3. Apply knowledge to everyday living.</li> <li>4. Execute and explain proper conditioning exercises.</li> <li>5. Monitor and interpret heart rate.</li> </ol>	<p>Monitoring</p> <p>Multimedia presentations</p> <p>Guest speakers</p> <p>Circuit training</p> <p>Personal improvement plan</p> <p>Equipment (cardio, strength, agility)</p> <p>Teacher lead activities</p> <p>Audio-Visual Materials</p>	<p>Teacher Observation</p> <p>Heart Monitors</p> <p>Oral questioning</p> <p>Performance of techniques</p>	<p>2.2 (12) B.2</p> <p>2.2 (12) C.1</p> <p>2.5.(12)C.1</p> <p>2.5.(12)D.1-2</p> <p>8.1 (12)A.4</p> <p>8.1 (12)B.1-3</p>

**Unit IV. Physical Fitness**

**B. Fitness Testing**

**Goals:**

1. Maintain and increase student over-all fitness levels.
2. Develop knowledge of physical fitness.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Perform various physical fitness activities.	Monitoring	Self Assessments Physical Test	2.2 (12) B.2 2.2 (12) C.1 2.5.(12)C.1 2.5.(12)D.1-2
2. Explain the values of physical fitness.	Guest speakers	Heart Monitors, Pedometers	8.1 (12)A.4 8.1 (12)B.1-3
3. Apply knowledge to everyday living.	Circuit training	Teacher Observation	
4. Execute and explain proper conditioning exercises.	Personal improvement plan Equipment (cardio, strength, agility)		
5. Monitor and interpret heart rate.			
6. Execute the components of a physical fitness test.			

**Unit IV. Physical Fitness****C. Self-Defense/Wrestling****Goals:**

1. Maintain and increase student over-all fitness levels.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
The Students will: <ol style="list-style-type: none"> <li>demonstrate knowledge of the history of the sport.</li> <li>Demonstrate knowledge of the rules.</li> <li>Employ maneuvers using the appropriate body mechanics.</li> </ol>	Methods and techniques  Guest speakers  Videos  Teacher led activities	Oral questioning  Heart Monitors, Pedometers  Teacher Observation	2.2 (12) B.2 2.2 (12) C.1 2.5.(12)C.1 2.5.(12)D.1-2 8.1 (12)A.4 8.1 (12)B.1-3

**Unit IV. Physical Fitness**

**D. Ultimate Fitness**

**Goals:**

1. Maintain and increase student over-all fitness levels.
2. Develop knowledge of physical fitness.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Perform various physical fitness activities.	Fitness testing	Physical test	2.2 (12) B.2 2.2 (12) C.1
2. Explain the values of physical fitness.	Guest speakers	Oral questioning	2.5.(12)C.1
3. Apply knowledge to everyday living.	Circuit training	Heart Monitors, Pedometers	2.5.(12)D.1-2
7. Execute and explain proper conditioning exercises.	Videos	Teacher Observation	8.1 (12)A.4
8. Understand the components of physical fitness	Teacher led activities	Stopwatches	8.1 (12)B.1-3
9. Monitor and interpret heart rate.	Stopwatches		
10. Explain the benefits and methods of progressive resistive exercises.			
11. Execute and explain proper conditioning exercises.			
12. Understand the components of physical fitness			
13. Monitor and interpret heart rate.			
14. Explain the benefits and methods of progressive resistive exercises.			

**Unit IV. Physical Fitness****E. Weight Training****Goal:**

Maintain and increase student over-all fitness levels.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Apply safety knowledge in physical fitness weight training.	Guest speakers	Physical test	2.2 (12) B.2
2. Explain the values of physical fitness.	Circuit training	Oral questioning	2.2 (12) C.1
3. Apply knowledge to everyday living.	Videos	Heart Monitors, Pedometers	2.5.(12)C.1
3. Understand the components of physical fitness.	Teacher led activities	Teacher Observation	2.5.(12)D.1-2
4. Monitor and interpret heart rate.		Stopwatches	8.1 (12)A.4
5. Explain the benefits and methods of weight training		Self Assessment	8.1 (12)B.1-3

**Unit V: Project Adventure Orientation (Level I)**

**Goal:**

To acquaint the participant with the program, responsibilities and expectations.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Understand the philosophy of Project Adventure.	Booklet	Signed contracts	2.2.(12)A.4
2. Exhibit a sense of group cohesion and cooperation.	Discussion	Teacher evaluations	2.2.(12)B.1
3. Participate in the activities for personal enjoyment.	Full Value Contract		2.2.(12)E.1-5

**Project Adventure Games (Level I)**

**Goals:**

1. To increase the participant's sense of personal confidence.
2. To develop an increased level of agility and physical coordination.
3. To develop an increased joy in one's physical self and in being with others.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Exhibit a sense of group cohesion and cooperation.	Explanation	Teacher observation	2.2.(12)A.4
2. Participate in the activities for personal enjoyment.	Safety demonstration (where applicable)	Teacher evaluation of journal	2.2.(12)B.1
	Monitored play	Student evaluation form	2.2.(12)E.1-5
	Books: <u>Silver Bullets</u> , <u>Bottomless Bag</u> , <u>Cowstails and Cobras II</u>	Student journal	
		Debriefing sessions	

**Unit V: Project Adventure Orientation (Level I) Continued**

**Stunts – Level I**

**Goals:**

1. To develop an increased joy in one’s physical self and in being with others.
2. To increase mutual support within a group.
3. To develop an increased level of agility and physical coordination.

OBJECTIVES	SUGGESTED STRATEGIES RESOURCES	EVALUATION	CONTENT STANDARDS
<ol style="list-style-type: none"> <li>1. Participate in the activities for personal enjoyment.</li> <li>2. Demonstrate a sense of group cooperation.</li> <li>3. Employ physical effort to solve a problem.</li> </ol>	<p>Explanation</p> <p>Safety demonstration</p> <p>Monitored activity</p> <p>Books: <u>Silver Bullets</u>, <u>Bottomless Bag</u>, <u>Cowstails and Cobras II</u></p>	<p>Teacher observation</p> <p>Teacher evaluation of journal</p> <p>Student evaluation form</p> <p>Student journal</p> <p>Debriefing sessions</p>	<p>2.2.(12)A.4</p> <p>2.2.(12)B.1</p> <p>2.2.(12)E.1-5</p>

**Trust Activities**

**Goals:**

1. To increase the participant’s sense of personal confidence.
2. To increase mutual support within a group.

OBJECTIVES	SUGGESTED STRATEGIES RESOURCES	EVALUATION	CONTENT STANDARDS
<ol style="list-style-type: none"> <li>1. Grow in personal confidence.</li> <li>2. Demonstrate trust in others.</li> <li>3. Grow in self-esteem through personal involvement.</li> </ol>	<p>Explanation and demonstration of spotting techniques</p> <p>Books: <u>Silver Bullets</u>, <u>Bottomless Bag</u>, <u>Cowstails and Cobras II</u></p>	<p>Teacher observation</p> <p>Teacher evaluation of journal</p> <p>Student evaluation form</p> <p>Student journal</p> <p>Debriefing sessions</p>	<p>2.2.(12)A.4</p> <p>2.2.(12)B.1</p> <p>2.2.(12)E.1-5</p>

**Unit V: Project Adventure Orientation (Level II)**

Trust, initiative games and low element activities, review spotting techniques. (See Project Adventure I).

Belaying (Level II)

**Goals:**

1. Acquire the physical skills necessary to belay, climb and repel on the outdoor high and low elements.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
<p>1. Prepare and dismantle the necessary equipment for a class of students to participate in a climbing experience.</p>	<p>Explanation and demonstration</p> <p>Guided Practice</p>	<p>Monitor class for positive and negative indicators of pupil growth in the area of interpersonal behavior</p> <p>Proper technique and procedures for safety precautions in using the high and low rope elements.</p> <p>Debriefing lessons and record student involvement in sessions</p> <p>Individual journals to record accomplishments and personal reactions to events.</p>	<p>2.2.(12)A.4</p> <p>2.2.(12)B.1</p> <p>2.2.(12)E.1-5</p>

**UNIT V: Project Adventure Games (Level II)**  
**Knots, Harnesses and Safety Equipment**

**(Continued)**

**Goal:**

Demonstrate a working knowledge of the basic knots and equipment necessary to participate safely in high element challenges.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
<ol style="list-style-type: none"> <li>1. Tie knots.</li> <li>2. Use harnesses properly.</li> <li>3. Use the pieces of equipment safely.</li> </ol>	<p>Explanation and demonstration</p> <p>Guided practice</p>	<p>Monitor class for positive and negative indicators of pupil growth in interpersonal behavior</p> <p>Demonstrate proper technique and procedures including the use of proper nomenclature and all safety precautions in high and low ropes</p> <p>Involve class in debriefing lessons</p> <p>Students will keep individual journals to record their accomplishments and personal reactions to events. These will become part of the final grade</p>	<p>2.2.(12)A.4</p> <p>2.2.(12)B.1</p> <p>2.2.(12)E.1-5</p>

**UNIT V: Project Adventure Games (Level II) (Continued)**  
**High Rope Activities - Level 2**

**Goals:**

1. To increase the participant's sense of personal confidence.
2. To increase mutual support within a group.
3. To develop an increased level of agility and physical coordination.
4. To develop an increased joy in one's physical self and in being with others.
5. To develop an increased familiarity and identification with the natural world.

<b>OBJECTIVES</b>	<b>STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
<ol style="list-style-type: none"> <li>1. Exhibit positive interpersonal relationships based on mutual respect and trust of fellow class members.</li> <li>2. Belay, climb, and repel on the outdoor high and low elements.</li> <li>3. Students will participate in debriefing strategies without feeling resentment or embarrassment over criticism or praise.</li> <li>4. Prepare and dismantle the necessary equipment for a class of students.</li> <li>5. Demonstrate a working knowledge of the basic knots and equipment necessary to participate safely in high challenges.</li> <li>6. Apply sport psychology techniques to mentally prepare students for project adventure activities.</li> </ol>	<p>Books:  <u>Project Adventure Ropes Course Safety Manual</u></p> <p>Explanation</p> <p>Review of safety techniques</p> <p>Monitor and assist students through completion of tasks</p> <p style="text-align: center;"><b>ELEMENTS</b></p> <p>2 line bridge</p> <p>Pirates Crossing</p> <p>Dangle Duo (OT)</p> <p>Multi-line Traverse</p> <p>Centipede (OT)</p> <p>Pamper Pole</p> <p>Pamper Plant (OT)</p> <p>Zip Line</p> <p>Rock walls</p> <p>Slingshot</p> <p>Flying Squirrel</p>	<p>Monitor class for positive and negative indicators of pupil growth in interpersonal behavior</p> <p>Demonstrate proper technique and procedures including the use of proper nomenclature and all safety precautions in high and low ropes</p> <p>Involve class in debriefing lessons</p> <p>Students will keep individual journals to record their accomplishments and personal reactions to events. These will become part of the final grade</p>	<p>2.2.(12)A.4</p> <p>2.2.(12)B.1</p> <p>2.2.(12)E.1-5</p>

**UNIT V: Project Adventure Games (Level III) (Continued)**

**Goals:**

1. To increase the participant’s self confidence.
2. To increase mutual support within a group.
3. The learner shall improve their agility and physical coordination.
4. The learner shall improve belaying techniques.

<b>OBJECTIVES</b>	<b>SUGGESTED STRATEGIES RESOURCES</b>	<b>EVALUATION</b>	<b>CONTENT STANDARDS</b>
1. Exhibit positive interpersonal relationships based on mutual respect and trust of fellow class members.	Books: <u>Project Adventure Ropes Course Safety Manual</u>	Monitor class for positive and negative indicators of pupil growth in interpersonal behavior	2.2.(12)A.4 2.2.(12)B.1 2.2.(12)E.1-5
2. Belay, climb, and repel on the outdoor high and low elements.	Explanation	Demonstrate proper technique and procedures including the use of proper nomenclature and all safety precautions in high and low ropes	
3. To enhance personal strengths through increased guided high rope challenges.	Review of safety techniques	Monitor and assist students through completion of tasks	
4. Prepare and dismantle the necessary equipment for a class of students.		Involve class in debriefing lessons	
5. Demonstrate a working knowledge of the basic knots and equipment necessary to participate safely in high challenges.		Students will keep individual journals to record their accomplishments and personal reactions to events. These will become part of the final grade	

## **APPENDICES**

**APPENDIX A      TEACHER RESOURCES**

**APPENDIX B      HEALTH AND PHYSICAL EDUCATION STANDARDS  
TECHNOLOGICAL LITERACY  
CAREER EDUCATION, CONSUMER, FAMILY, AND LIFE  
SKILLS**

**APPENDIX A**

**TEACHER RESOURCES**

## **WEBSITES**

[www.pecentral.com](http://www.pecentral.com)

[www.teachphysed.com](http://www.teachphysed.com)

[www.flaghouse.com/activityguides.asp](http://www.flaghouse.com/activityguides.asp)

[www.worldbadminton.com](http://www.worldbadminton.com)

[www.edgate.com](http://www.edgate.com)

[www.juniorlinks.com](http://www.juniorlinks.com)

[www.getactivestayactive.com](http://www.getactivestayactive.com)

[www.nfhs.org](http://www.nfhs.org)

[www.presidentschallenge.org](http://www.presidentschallenge.org)

[www.greatactivities.net](http://www.greatactivities.net)

[www.fitnessgram.net](http://www.fitnessgram.net)

## BOOKS

### Cowtails and Cobras II: A guide to games, initiatives, Rope Courses

By Karl Rohnke

Project Adventure, Inc.

Kendall/Hunt Publishing Co.

4.50 Westmark Drive, DuBuque, Iowa 52002

### Silver Bullets: A guide to initiative Project Adventure games and trust activities

By Karl Rohnke

Project Adventure, Inc.

Kendall/Hunt Publishing Co.

4.50 Westmark Drive, DuBuque, Iowa 52002

### Physical Education Handbook

8<sup>th</sup> Edition

By Seaton/Schmottlach/McManama/Clayton/Leibee/Messersmith

Prentice Hall

Englewood Cliffs, NJ 07632

### P.E. Teachers Skill-By-Skill Activities Program Success Oriented Sports Experiences for Grades K-8

By Lowell F. Turner and Susan Lilliman Turner

Parker Publishing Co. West Nyack, NY 10995

### Field Day Survival Guide For Planning the Best Field Day Ever!

Edited by Krista Winn

The Great Activities Publishing Co.

Durham, North Carolina 27717

### The Ultimate Sport Lead-up Game Book 3<sup>rd</sup> Edition: Over 170 fun and easy-to-use games to help you teach children beginning sport skills

By Guy Bailey

Educators Press

Camas, WA. 98607

**APPENDIX B**

**HEALTH AND PHYSICAL EDUCATION STANDARDS**

**TECHNOLOGICAL LITERACY**

**CAREER EDUCATION, CONSUMER, FAMILY, AND LIFE SKILLS**

## New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

### INTRODUCTION

**No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.**

*Ernest Boyer*

#### **The Vision**

Schools have enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old “hygiene and gym class.” Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

Quality health education and physical education programs promote each student’s optimum physical, mental, emotional, and social development.

Effective programs are grounded in scientifically-based research and public health knowledge. They are student-centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities.

These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally, ethnically, and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life.

Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors – in the classroom, the gym or cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information.

For example, using heart rate monitors makes aerobic exercise safer and more productive by helping the teacher and student individualize participation in physical activity. As a form of authentic assessment, this teaching tool enhances interdisciplinary technological instruction while allowing for a more objective estimation of a student’s effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Quality programs are student-centered and interactive – that is, teachers encourage classroom discussion, research, modeling, and skill practice.

Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1998). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well-versed in current health issues and resources, challenge students to take responsibility for their own health. Providing information is not enough. Information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

## Rationale

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to the health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001).

For example:

- Chronic diseases account for 7 of every 10 U.S. deaths and for more than 60 percent of medical care expenditures.
- In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs result from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions (CDC, Risk Behaviors Overview, 2001).
- There are nearly twice as many overweight children and almost three times as many overweight adolescents as there were in 1980.
- Sixty percent of overweight 5-10 year old children already have at least one risk factor for heart disease (National Center for Chronic Disease Prevention and Health Promotion, 2000).
- Approximately two-thirds of all deaths among children and adolescents aged 5-19 years result from injury related causes: motor vehicle crashes, all other unintentional injuries, homicide, and suicide (MMWR, December 7, 2001)
- A substantial portion of motor vehicle crashes involves the use of alcohol.
- Injuries requiring medical attention or resulting in restricted activity affect more than 20 million children and adolescents and cost \$17 billion annually for medical treatment.
- Approximately 4 million students are injured at school each year and more than 1 million serious sport-related injuries occur annually to adolescents aged 10-17 (CDC Fact Sheet, December, 2001).
- Every year, nearly one-quarter of all new HIV and STD infections occur among our nation's teenagers.
- While teen birth rates have declined substantially over the last ten years, teen pregnancy remains a significant health and educational issue. Teenage childbearing is generally associated with educational, social, and economic consequences for the teenage mothers and for their children (Kirby, 1997)

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute to many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

## Revision of the Standards

New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A:35, adopted in 1917, requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A.18A:40); Lyme disease prevention (18A:35-5.1); breast self examination (18A:35-5.4); stress abstinence (18A:35-4.19); accident and fire prevention (18A:6-2); cancer awareness (18A:40-33); sexual assault prevention (18A:35-4.3); bullying prevention programs (18A:37-17); and domestic violence education (18A:35-4.23). The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health needs of students and attempt to reconcile the ever-increasing number of state mandates with evidence from public health research.

The State Board of Education first adopted the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education in 1996. The New Jersey standards were developed after substantial review of two national documents: *Moving Into the Future: National Standards for Physical Education* (1995) and *The National Health Education Standards: Achieving Health Literacy* (1995). Since that time, the Surgeon General of the United States released a landmark report, *Physical Activity and Health* (1996) that called upon schools to take a more active role in health promotion and disease prevention. Acknowledging that childhood and adolescence may be pivotal times for preventing sedentary behavior among adults, the report recommended that schools make every effort to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life. In December 2000, the United States Department of Health and Human Services and the Department of Education published *Promoting Better Health for Young People Through Physical Activity and Sports*. The report to the President reemphasized the need for quality health and physical education programs in our schools.

The report describes our nation's young people as inactive, unfit, and increasingly overweight and explains how the increase in serious health problems, such as diabetes, is a direct result of inactivity and unhealthy eating patterns.

In a landmark national report, *A Call to Action* (2001) schools were identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The report called upon schools to offer age appropriate and culturally-sensitive health education programs that help students develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle.

The report emphasized that all schools should provide all children, from pre-kindergarten through grade 12, with quality daily physical education programs supplemented by daily recess for elementary students and extracurricular physical activity programs for older students.

The Comprehensive Health and Physical Education Standards Revision Panel examined these significant reports as well as health education and physical education standards from twenty other states. They considered the thoughtful comments of a national consultant and spent hours looking at new research on effective programs as well as the impact of movement on health and academic success. In addition, panel members looked at commercial curricula, textbooks, software, and on-line resources and considered feedback from teachers, curriculum specialists, healthcare specialists, and representatives from higher education and business. Panel members reviewed the national public health agenda document *Healthy People 2010* and looked at New Jersey's companion public health document and health goals, as well as existing New Jersey public health data.

### **Standards and Strands**

There are six comprehensive health and physical education standards, each of which has a number of lettered *strands*. The strands are an organizational tool allowing teachers to locate specific content and skills. Related *cumulative progress indicators (CPIs)* are clustered together at each grade level so that a teacher can easily identify what should be taught about a specific subset of health and physical education, such as movement skills, nutrition, or safety. The knowledge and skills outlined in the revised standards are cumulative; that is, the progress indicators begin at a foundational or basic level and increase in complexity as the student matures, requiring more complex interaction with the content. Since the indicators are cumulative, students at succeeding grade levels are responsible for the knowledge and skills taught in previous grade level clusters as well as that of their current grade. Smaller grade level bands, increased specificity, and content strands allow teachers to focus on developmentally appropriate content and skills.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five "content" standards and one "integrated skills" standard. *Standard 2.2: Integrated Skills* focuses on decision-making, goal setting, and effective communication in situations that impact health and safety. The standard has been expanded to include character and leadership development, health careers and services, and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every other health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

The standards and strands for all students are delineated below:

#### **2.1 Wellness**

- 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**

- 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**
  - A. Medicines
  - B. Alcohol, Tobacco, and Other Drugs
  - C. Dependency/Addiction and Treatment
  
- 2.4 Human Relationships and Sexuality**
  - A. Relationships
  - B. Sexuality
  - C. Pregnancy and Parenting
  
- 2.5 Motor Skill Development**
  - A. Movement Skills
  - B. Movement concepts
  - C. Strategy
  - D. Rules, Safety, and Sportsmanship
  - E. Sport Psychology
  
- 2.6 Fitness**
  - A. Fitness and Physical Activity
  - B. Training
  - C. Achieving and Assessing Fitness

## References

- Centers for Disease Control and Prevention. (2000). *Promoting better health for young people through physical activity and sports*. Atlanta, GA: Author.
- Centers for Disease Control and Prevention. (2001, December). *Preventing unintentional injuries and violence: guidelines for school health programs*. Atlanta, GA: Author.
- Centers for Disease Control and Prevention. (2001). Risk behaviors overview. Online: [www.cdc.gov/nccdphp/dash/risk.htm](http://www.cdc.gov/nccdphp/dash/risk.htm).
- Centers for Disease Control and Prevention. (2001). School health programs: An investment in our schools. Online: [www.cdc.gov/nccdphp/dash/ataglanc.htm](http://www.cdc.gov/nccdphp/dash/ataglanc.htm)
- Centers for Disease Control and Prevention. (2001, December). *Unintentional injuries, violence, and the health of young people: Fact sheet*. Atlanta, GA: Author.
- Centers for Disease Control and Prevention. (2002, June 28). *Surveillance Summaries*. MMWR 2002:51 (No. SS-4). Atlanta, GA: Author.
- Centers for Disease Control and Prevention. (2002). *Physical activity and good nutrition: Essential elements to prevent chronic diseases and obesity*. Atlanta, GA: Author.
- Corbin, C.B. & Pangrazi, R.P. (1988) *Physical activity for children: A statement of guidelines*.
- Elias, M., Zins, J., Weissbert, R, Frey, K., Greenberg, M., Haynes, N., Kessler, R., Schwab-Stone, M., & Shriver, T. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: ASCD.
- Haffner, D. ed. (1995). *Facing facts: Sexual health for America's adolescents*. New York: National Commission on Adolescent Sexual Health.
- Joint Committee on National Health Education Standards. (1995). *National health education standards*. Atlanta, GA: American Cancer Society.
- Kirby, D. (1997). *No easy answers: Research findings on programs to reduce teen pregnancy*. Washington, DC: The National Campaign to Prevent Teen Pregnancy.
- Kirby, D. (2001). *Emerging answers: Research findings on programs to reduce teen pregnancy*. Washington, DC: The National Campaign to Prevent Teen Pregnancy.
- Marx, E., Wooley, S., & Northrup, D. (Eds.). (1998). *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press.
- National Association for Sport and Physical Education. (1995). *Moving into the future: National standards for physical education*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.
- National Center for Chronic Disease Prevention and Health Promotion. (Winter 2000). *Chronic disease notes and reports*. Atlanta, GA: Author
- U.S. Department of Health and Human Services. (1996). *Physical activity and health: A report of the Surgeon General*. Atlanta, GA: Author.
- U.S. Department of Health and Human Services. (2001). *The Surgeon General's call to action to prevent and decrease overweight and obesity*. Rockville, MD: Author

## **STANDARD 2.1 (WELLNESS)**

### **ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**Descriptive Statement:** This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

#### **Strands and Cumulative Progress Indicators**

**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 good 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.

**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 suspects.
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.

## **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.

### **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.

**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.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:****A. Personal Health**

1. Describe the appropriate selection and use of healthcare and personal hygiene products.
2. Evaluate the impact of health behaviors and choices on personal and family wellness.
3. Interpret health data to make predictions about wellness.
4. Investigate how technology and medical advances impact wellness.

**B. Growth and Development**

1. Discuss how body systems are interdependent and interrelated.
2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.

**C. Nutrition**

1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
2. Describe healthy ways to lose, gain, or maintain weight.
3. Describe the impact of nutrients on the functioning of human body systems.
4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

#### **D. Diseases and Health Conditions**

1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.
2. Classify diseases and health conditions as communicable, non-communicable, acute, chronic, or inherited.
3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.
4. Analyze local and state public health efforts to prevent and control diseases and health conditions.
5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

#### **E. Safety**

1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.
2. Investigate the short-and long-term impacts of injuries on the individual, the family and the community.
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.
4. Discuss the short-and long-term physical, social, and emotional impacts of all forms of abuse.
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

#### **F. Social and Emotional Health**

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.
2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.
3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.
5. Debate the consequences of conflict and violence on the individual, the family, and the community.
6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.
7. Analyze how culture influences the ways families and groups cope with crisis and change.

#### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

##### **A. Personal Health**

1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.
2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.

##### **B. Growth and Development**

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

##### **C. Nutrition**

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.
3. Recommend healthy ways to lose, gain, or maintain weight.
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

##### **D. Diseases and Health Conditions**

1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health condition.

2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis and Alzheimer's.
4. Investigate and assess local, state, national, and international public health efforts.
5. Investigate the impact of mental illness on personal, family, and community wellness.

**E. Safety**

1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
3. Assess the short-and long-term impacts of injuries on the individual, family members, the community, and the workplace.
4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

**F. Social and Emotional Health**

1. Discuss psychological principles and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

## **STANDARD 2.2 (INTEGRATED SKILLS)**

### **ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

**Descriptive Statement:** This standards seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communications skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standards.

#### **Strands and Cumulative Progress Indicators**

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

##### **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
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.

**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.

**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.

**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.

#### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

##### **A. Communication**

1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
2. Present health information using a multimedia approach, adapting the working and delivery method for various topics and audiences.
3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
4. Assess the use of active and reflective listening.
5. Analyze the economic and political purposes and impacts of health messages found in the media.

##### **B. Decision Making**

1. Demonstrate and assess the use of decision-making skills in health and safety situations.
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.
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
4. Discuss how ethical decision making requires careful thought and action.
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.

##### **C. Planning and Goal Setting**

1. Analyze factors that support or hinder the achievement of personal health goals.

##### **D. Character Development**

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.
3. Explain how community and public service supports the development of core ethical values.
4. Analyze personal and group adherence to student codes of conduct.

##### **E. Leadership, Advocacy, and Service**

1. Demonstrate the ability to function effectively in both leadership and supportive roles.
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
3. Develop and articulate a group's goals, shared values, and vision.
4. Plan and implement volunteer activities to benefit a health organization or cause.
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.

#### **F. Health Services and Careers**

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.
2. Compare and contrast preparation and job requirements for health and fitness careers.

#### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

##### **A. Communication**

1. Use appropriate research methodology to investigate a health problem or issue.
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess their effectiveness.
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

**B. Decision Making**

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

**C. Planning and Goal Setting**

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

**D. Character Development**

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.
3. Analyze the impact of community or public service on individual and community core ethical values.

**E. Leadership, Advocacy, and Service**

1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
2. Evaluate personal participation as both a leader and follower.
3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
4. Evaluate a group's ability to be respectfully, supportive, and adherent to codes of conduct.
5. Develop and articulate the group's goals, shared values, vision, and work plan.
6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
7. Assess community awareness and understanding about a local, state, national, or international health issue.

**F. Health Services and Careers**

1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefit, and accreditation.
2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
3. Compare and contrast health insurance and reimbursement plans.

## **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.**

**Descriptive Statement:** This standards aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Healing students to acknowledge the internal and external pressures that influence them to use substances enables and empower them to make choices that support a healthy, active lifestyle.

### **Strands and Cumulative Progress Indicators**

**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 drub 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.

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

#### **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.

**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.

## **Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

### **A. Medicines**

1. Compare and contrast commonly used over-the-counter medicines.
2. Classify commonly administered medicines and describe the potential side effects of each classification.
3. Recommend safe practices for the use of prescription medicines.
4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.

### **B. Alcohol, Tobacco, and Other Drugs**

1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
6. Compare and contrast the physical and behavioral effects of each classification of drugs.
7. Analyze health risks associated with injecting drug use.
8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.

### **C. Dependency/Addiction and Treatment**

1. Analyze the physical, social, and emotional indicators and stages of dependency.
2. Discuss ways to quit using substances and discuss factors that support the ability to quit.
3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.
4. Describe how substance abuse affects the individual, the family, and the community.
5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

**A. Medicines**

1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.
3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.

**B. Alcohol, Tobacco, and Other Drugs**

1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.
2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.
3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.
4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.
6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.
7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.
8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs and unintended pregnancy.

**C. Dependency/Addiction and Treatment**

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.
2. Compare and contrast the physical and psychological stages of dependency.
3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.
4. Evaluate factors that support an individual to quit using substances.
5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

## **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.**

**Descriptive Statement:** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

### **Standards and Cumulative Progress Indicators**

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

#### **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.

**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.

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

#### **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.

## **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.

### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

#### **A. Relationships**

1. Compare and contrast the current and historical role of marriage and the family in community and society.
2. Discuss changes in family structures and the forces that influence change.
3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
4. Discuss the potential short-and long-term physical, emotional, and social impacts of adolescent sexual activity.
5. Describe how various cultures date or select life partners.
6. Differentiate among affection, love, commitment, and sexual attraction.
7. Describe the signs of an unhealthy relationship and develop strategies to end it.
8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

#### **B. Sexuality**

1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
2. Analyze internal and external pressures to become sexually active.
3. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
4. Discuss the potential short-and long-term physical, emotional, and social impacts of adolescent sexual activity.
5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
7. Discuss topics regarding sexual orientation.
8. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.

#### **C. Pregnancy and Parenting**

1. Describe fertilization and each stage of embryonic and fetal development.
2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
7. Describe effective parenting strategies and resource for help with parenting.
8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

#### **A. Relationships**

1. Investigate how different family structures, values, rituals, and traditions meet basic human needs.
2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.
3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
4. Compare and contrast adolescent and adult dating practices.
5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.

6. Discuss the importance of physical and emotional intimacy in a healthy relationship.
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.

### **B. Sexuality**

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.
4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
5. Investigate current and emerging topics related to sexual orientation.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

### **C. Pregnancy and Childbirth**

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
6. Investigate the relationship between prenatal exposure to alcohol, tobacco, and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.
9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.
11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT)**  
**ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

**Descriptive Statement:** This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**Strands and Cumulative Progress Indicators**

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

**A. Movement Skills**

1. Perform movement skills (locomotor, non-locomotor, 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 influence physical performance.

**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 participant (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 mechanic 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.

## **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 setting.
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.

## **E. Sport Psychology**

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

### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

#### **A. Movement Skills**

1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
2. Demonstrate how equilibrium, rotation, and range of motion impact performance.
3. Apply the impact of various applications of force and motion during physical activity.
4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.
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.
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).

#### **B. Movement Concepts**

1. Describe how equilibrium, rotation, and range of motion impact performance.
2. Analyze the application of balance and counterbalance when performing or observing movement skills.
3. Compare and contrast the use of space and flow in physical activities.
4. Summarize how movement can be made more interesting, creative, or effective.
5. Discuss the stages of movement skill development and the importance of practice.
6. Describe the influence of history and culture on games, sports, and dance.

#### **C. Strategy**

1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.

#### **D. Sportsmanship, Rules, and Safety**

1. Analyze participant and observer behaviors for evidence of good sportsmanship.
2. Employ general-and activity-specific rules and analyze their impact on participation.

## **E. Sport Psychology**

1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

### **Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

#### **A. Movement**

1. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
4. Transfer specialized movement skills that use similar patterns from one movement activity to another.
5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).

#### **B. Movement Concepts**

1. Analyze a movement performance and discuss how each part can be made more interesting, creative efficient, and/or more effective.
2. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
3. Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
4. Analyze how movement activities reflect culture, era, geography, or historical context.

**C. Strategy**

1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

**D. Sportsmanship, Rules, and Safety**

1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2. Investigate the impact of rules and regulations on the health and safety of participants.

**E. Sport Psychology**

1. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.

## **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.**

**Descriptive Statement:** This standard enables students to understand the components of health-related fitness (cardio-respiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

#### **Strands and Cumulative Progress Indicators**

**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.

##### **C. Achieving and Assessing Fitness**

1. 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.

**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.

**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.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:****A. Fitness and Physical Activity**

1. Summarize the potential short-and long-term physical, social, and emotional benefits of regular physical activity.
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.
6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

**B. Training**

1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
2. Apply training principles to establish a progression of activity that will improve each component of fitness.
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

**C. Achieving and Assessing Fitness**

1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
3. Monitor physiological responses before, during and after exercise and compare changes.
4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.
5. Demonstrate age-and gender-specific progress towards improving each component of fitness.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:****A. Fitness and Physical Activity**

1. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.
2. Summarize the causes, influences, and responses of body systems during exercise.
3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

**B. Training**

1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

**C. Achieving and Assessing Fitness.**

1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.
3. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:****A. Fitness and Physical Activity**

1. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.
2. Summarize the causes, influences, and responses of body systems during exercise.
3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

**B. Training**

1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

**C. Achieving and Assessing Fitness**

1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.
3. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

# New Jersey Core Curriculum Content Standards for Technological Literacy

## INTRODUCTION

### The Vision

Technology, any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability, was identified by the United States Department of Labor as an essential workplace competency in a 1992 report called the Secretary's Commission on Achieving Necessary Skills (SCANS). SCANS stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The Department of Education recognized its importance by including technology in the original cross-content workplace readiness standards. In keeping with today's technological society, technological literacy has been further emphasized by its inclusion as a separate standards area which focuses on both computer and information literacy and technology education.

Technology is evolving at an amazing rate, with both frequent advancements of existing technology and the creation of new technologies. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow.

### Computer and Information Literacy

Computer and information literacy, which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer and information literacy proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer and information literacy. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included. The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.

### Technology Education

The technology education standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

This standard is based on the *Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000)*, developed as part of the National Science Foundation (NSF)/National Aeronautics and Space Administration (NASA) funded by the *Technology for All Americans (TfAA)* project.

A study by DeKlerk has found that students form negative attitudes about the technological world if there are no formal technological experiences during the early school years. This finding is a great concern to New Jersey business and industry. Other cognitive research suggests that "design-based learning" is important. Early studies with design and technology curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

### Standards and Strands

There are two technological literacy standards, each of which has a number of lettered strands. The standards and strands include:

#### 8.1 Computer and Information Literacy

##### A. Basic Computer Tools and Skills

- Keyboarding
- Word processing
- Internet usage
- Spreadsheets
- Database concepts and usage
- Publications and presentations

##### B. Application of Productivity Tools

- Social Aspects
- Information Access and Research
- Problem Solving

## **8.2 Technology Education**

- A. Nature and Impact of Technology
- B. Design Process and Impact Assessment
- C. Systems in the Designed World

### **References**

- American Library Association and Association for Educational Communications and Technology. (1998), Information literacy standards for student learning. Online:  
[http://www.ala.org/aasITemplate.cfm?Section=Information\\_Power&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19937](http://www.ala.org/aasITemplate.cfm?Section=Information_Power&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19937) .
- Arizona Department of Education. (2000). Technology education standards. Online:  
<http://ade.state.az.us/standards/technology> . Technological Literacy
- International Society for Technology in Education. (1998). National educational technology standards for students. Eugene, OR: Author.
- International Society for Technology in Education. (2000). Standards for technological literacy (STL): Content for the Study of Technology. Online: [www.itea.org](http://www.itea.org) .
- National Business Education Association. (2001). National standards for business education. Online:  
<http://www.nbea.org/curriculum/bes.html> .

## STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY)

### ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

**Descriptive Statement:** Using computer applications and technology tools students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer family, and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

#### Strands and Cumulative Progress Indicators

**By the end of Grade 4, students will:**

##### **A. Basic Computer Skills and Tools**

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

##### **B. Application of Productivity Tools**

###### Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
  - Internet access
  - Copyrighted materials
  - On-line library resources
  - Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

###### Information Access and Research

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

###### Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

##### **A. Basic Computer Skills and Tools**

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.

11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

## **B. Application of Productivity Tools**

### Social Aspects

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice .etiquette. when using the Internet and electronic mail.

### Information Access and Research

6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
  - On-line resources and databases
  - Search engines and subject directories
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

### Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

## **Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

### **A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

## **B. Application of Productivity Tools**

### Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

### Information Access and Research

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

### Problem-Solving and Decision Making

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

**STANDARD 8.2 (TECHNOLOGY EDUCATION)****ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT.**

**Descriptive Statement:** The following indicators are based on the Standards for Technological Literacy (STL, 2000) and support the National Academy of Engineering's (2002) call for students to gain technological literacy. Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. The intent at the elementary and middle school levels is that all students develop technological literacy and are prepared for the option of further study in the field of technology education. At the elementary level, the foundation for technology education is found in the science standards, particularly standards 5.2 and 5.4.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Nature and Impact of Technology**

Refer to Science Standards 5.2 and 5.4.

**B. Design Process and Impact Assessment**

Refer to Science Standards 5.2 and 5.4.

**C. Systems in the Designed World**

Refer to Science Standards 5.2 and 5.4.

**Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:**

**A. Nature and Impact of Technology**

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

**B. Design Process and Impact Assessment**

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

**C. Systems in the Designed World**

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education will:**

**A. Nature and Impact of Technology**

1. Use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

**B. Design Process and Impact Assessment**

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

**C. Systems in the Designed World**

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

**New Jersey Core Curriculum Content Standards  
for  
Career Education and Consumer, Family, and Life Skills  
INTRODUCTION**

**The Vision**

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today's students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives. The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills include basic skills, personal qualities, and the ability to identify and solve real problems, reason effectively, and apply critical thinking skills.

To compete in this global, information-based economy, students must be able to identify and solve real problems, use appropriate tools, reason effectively, and apply critical thinking skills. The career and technical education and consumer, family, and life skills standards identify key career education and consumer, family, and life skills which can also enhance personal behavior and professional conduct in life and careers. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources. Educators may find these national standards as well as the national standards documents in other areas very useful resources.

**Career and Technical Education**

The career and technical arts standards at the elementary and middle school levels are designed to prepare students for further study at the high school level in career and technical education, formerly known as practical arts. These courses typically include business education, family and consumer sciences, and other courses related to career education and consumer, family, and life skills. In early elementary grades, career and technical education is designed to be integrated with other core content. At the middle and junior high school levels, the standard may be integrated or taught through rotational programs as students work on interdisciplinary projects that develop employability and academic skills. At the high school level, career and technical education programs establish necessary pathways for entering the world of work as well as continuing education, such as college, post-secondary vocational-technical education, specialized Career Education and Consumer, Family, and Life Skills certification and/or registered apprenticeships. They also support lifelong learning. These essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States. Career Clusters supported by state vocational technical directors from across the country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Students interested in more intensive study at the high school level in one of the career clusters may participate in a vocational-technical education program as defined in N.J.A.C. 6A:19, Vocational Technical Education Programs and Standards. The career clusters include: agriculture, food, and natural resources; architecture and construction; arts, audio/video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics.

A number of vocational student organizations have been created to enhance and support career development. They include:

- DECA/DEX/Distributive Education Clubs of America/Delta Epsilon Chi (marketing education);
- FBLA-PLB/Future Business Leaders of America-Hi Beta Lambda (business/technology education);
- FCCLA/ Family, Career, and Community Leaders of American (family and consumer sciences);
- FFA (agri-business education);
- HOSA /Health Occupations Students of America (trade and industrial education);
- TSA/Technology Student Association(technology education); and
- SKILLSUSA/VICA Vocational Trade and Industrial Student Organization.

Career and technical education programs enable students to:

- Describe and integrate basic skills, thinking skills, and personal qualities, as defined by the SCANS Report;
- Address self-knowledge, career planning, and employability skills utilizing technology, information, and other resources;
- Enhance academic achievement and motivation for learning;
- Explore career education and planning;
- Acquire necessary employability and interpersonal workplace skills; and
- Pursue specific courses and programs designed to lead to employment or post-secondary options in occupations included within the sixteen States. Career Clusters.

All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students will apply the principles of resource management and skills that promote personal and professional well-being. They will also be expected to understand the components of financial education and make economic choices.

### **Standards and Strands**

There are two career education and consumer, family, and life skills standards, each of which has a number of lettered strands. The standards and strands include:

#### **9.1 Career and Technical Education**

- A. Career Awareness and Planning
- B. Employability Skills

#### **9.2 Consumer, Family, and Life Skills**

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

### **References**

- Campbell, C. A. & Dahir, C. A. (1997). National standards for school counseling programs. Alexandria, VA: American School Counselor Association.
- National Association of State Directors of Career Technical Education Consortium. (2003). States. career clusters. Online: [www.careercluster.org](http://www.careercluster.org) .
- National Business Education Association. (2001). National standards for business education. Online: <http://www.nbea.org/curriculum/bes.html> .
- National career development guidelines K-adult handbook. (1996). Online: [http://64.57.102.78/Old\\_Site/tabloid/guidelines.html#guidelines](http://64.57.102.78/Old_Site/tabloid/guidelines.html#guidelines) .
- Career Education and Consumer, Family, and Life Skills Secretary's Commission on Achieving Necessary Skills (SCANS). (1992). Learning a living: a blueprint for high performance. A SCANS report for America 2000. Washington, DC: U.S. Department of Labor.
- The character education partnership. (2003) Online: <http://www.character.org/> .
- Vocational-Technical Education Consortium of States. (1998) National standards for family and consumer sciences education. online: <http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm> .
- Wisconsin Department of Public Instruction. (2002) Wisconsin's model academic standards. Online: <http://www.dpi.state.wi.us/dpi/standards/index.html> .

## **STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION)**

### **ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.**

**Descriptive Statement:** All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States. Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities. Structured learning experiences must meet all state and federal child labor laws and regulations.

#### **Strands and Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

##### **A. Career Awareness and Planning**

1. Describe various life roles and work-related activities in the home, community, and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

##### **B. Employability Skills**

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.
3. Identify reasons for working as part of a team.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

##### **A. Career Awareness and Planning**

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore careers using hands-on real life experiences within the sixteen States. Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

##### **B. Employability Skills**

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

**A. Career Awareness/Preparation**

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

**B. Employability Skills**

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
  - Communication
  - Punctuality
  - Time management
  - Organization
  - Decision making
  - Goal setting
  - Resources allocation
  - Fair and equitable competition
  - Safety
  - Employment application skills
  - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

**STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS)**  
**ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE FUNCTIONAL MEMBERS OF SOCIETY.**

**Descriptive Statement:** All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

**Strands and Cumulative Progress Indicators**

**By the end of Grade 4, students will:**

**A. Critical Thinking**

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

**B. Self-Management**

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

**C. Interpersonal Communication**

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

**D. Character Development and Ethics**

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

**E. Consumer and Personal Finance**

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Describe how to earn and save money in order to purchase a desired item.

**F. Safety**

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe and demonstrate the safe use of tools and equipment used at home and at school.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. Critical Thinking**

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

**B. Self-Management**

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

**C. Interpersonal Communication**

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

**D. Character Development and Ethics**

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.

**E. Consumer and Personal Finance Skills**

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

**F. Safety**

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

**A. Critical Thinking**

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

**B. Self-Management**

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

**C. Interpersonal Communication**

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

**D. Character Development and Ethics**

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

**E. Consumer and Personal Finance**

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

**F. Safety**

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

