

# Cedar Grove School District

## Health -Grade 2

Approved by the Cedar Grove Board of Education  
November 2017

Superintendent of Schools  
Mr. Michael J. Fetherman

Board of Education  
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# **Health**

## **Grade 2**

In second grade, health offers children a well-rounded experience rooted in holistic fitness and wellness. Students learn to define wellness, make healthy choices and establish healthy relationships. They examine growth and development, nutrition, disease and health conditions, along with concepts of safety, communication, and social and emotional health. Ultimately, students will gain knowledge, self-esteem, social responsibility, character, and an appreciation of lifetime health and fitness.

**This curriculum was written in accordance with the  
NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
for  
Comprehensive Health and Physical Education**

The standards are located at  
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>

A listing of the Grades PreK-4 can be found at the end of this document.

## Health – Grade 2

### Unit 1: Nutrition

Course Objective(s)	Student Objectives	NJSLS 2014	Suggested Timeframe (in class sessions)
Explain why some foods are healthier to eat than others	<ul style="list-style-type: none"><li>• Set a health goal to follow a dietary guideline</li><li>• Realize the importance of proper nutrition in maintaining a healthy weight</li><li>• Create a class recipe book of healthy choices</li><li>• Trace the path food takes through the body</li></ul>	<b>2.1.2.B.1</b> <b>2.1.2.B.2</b>	4
Examine what information can be found on food and product labels	<ul style="list-style-type: none"><li>• Compare food labels for healthy content</li><li>• Sort foods that belong to each of the healthy food groups • Determine the size of a healthy portion</li><li>• Set goals for eating healthful means at least once a day</li><li>• Compare/contrast healthful and unhealthy choices</li></ul>	<b>2.1.2.B.3</b> <b>2.2.2.B.4</b> <b>2.1.4.B.1</b>	3

## Health – Grade 2

### Unit 2: Alcohol, Tobacco, and Drugs

Course Objective(s)	Student Objectives	NJSL 2014	Suggested Timeframe (in class sessions)
Identify various types of drugs including nicotine, alcohol, and street drugs	<ul style="list-style-type: none"> <li>• Identify substances that should never be consumed or inhaled such as glue, poisons, and cleaning fluids</li> <li>• Create a list of dangerous household products Discuss the negative effects that they have on the body</li> <li>• Role play situations to practice positive ways to solve problems and promote good feelings</li> <li>• Identify a safe place to go in the community and a safe person to tell about risky situations</li> <li>• Create an "Unsafe Community" word we to analyze the effects of drugs on a community</li> </ul>	<p><b>2.3.2.B.1</b> <b>2.3.2.B.2</b> <b>2.3.2.B.3</b> <b>2.3.2.B.4</b> <b>2.3.2.B.5</b></p>	4
Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes	<ul style="list-style-type: none"> <li>• Define and identify the term depressant</li> <li>• Explore how alcohol effects the body and the senses</li> </ul>	<p><b>2.3.2.B.1</b> <b>2.3.2.B.4</b> <b>2.1.2.D.3</b></p>	1
Discuss how tobacco smoke impacts the environment and the health of non-smokers	<ul style="list-style-type: none"> <li>• Define second-hand smoke</li> <li>• Explain that tobacco use contributes to lung disease and fires</li> </ul>	<p><b>2.3.2.B.3</b></p>	1
Explain that some people cannot control their use of alcohol or other drugs	<ul style="list-style-type: none"> <li>• Discuss the terms dependency and addiction</li> <li>• Explore ways that people with an addiction can get help</li> <li>• Identify people to talk to when you have a problem</li> </ul>	<p><b>2.3.2.B.1</b> <b>2.3.2.C.2</b> <b>2.3.2.C.1</b></p>	2

## Comprehensive Health – Grade 2

### Unit 3: Personal Health and Safety

Course Objective(s)	Student Objectives	NJSL 2014	Suggested Timeframe (in class sessions)
Explain and demonstrate ways to prevent injuries	<ul style="list-style-type: none"> <li>• Identify safety measures used in motor vehicles and traffic safety procedures</li> <li>• Explore and perform proper fire safety methods and procedures</li> <li>• Recognize warning labels found on medicines and household products</li> </ul>	<b>2.1.P.D.2</b> <b>2.1.2.D.3</b> <b>2.3.2.A.2</b>	3
Explain and demonstrate simple first aid procedures	<ul style="list-style-type: none"> <li>• Verbalize how to get help, e.g. calling 911</li> <li>• Demonstrate knowledge of personal information such as address and phone number</li> <li>• Perform the first aid procedure for treating a small cut</li> <li>• Discuss avoiding contact with blood and other body fluids</li> </ul>	<b>2.1.P.D.3</b> <b>2.1.2.D.1</b> <b>2.2.2.E.1</b>	2
Identify safe vs. unsafe conditions for common hazards and situations	<ul style="list-style-type: none"> <li>• Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults</li> <li>• Name common emergencies and the steps to take in each case</li> <li>• Distinguish among "good/safe touch," "bad/unsafe touch," and "confusing touch" and explain what to do if touching causes uncomfortable feelings</li> <li>• Utilize <i>Decision Making Steps</i> to decide whether a situation is safe or unsafe</li> <li>• Create a class T-chart distinguishing between safe and unsafe conditions</li> <li>• Design a safety poster highlighting proper behavior in a variety of emergencies, or how to prevent them</li> <li>• Role Play, e.g. apply safe ways to behave on the bus, in the kitchen, around the pool, etc.</li> </ul>	<b>2.1.2.D.1</b> <b>2.1.2.D.2</b> <b>2.1.4.D.1</b> <b>2.2.2.B.2</b>	4

**Comprehensive Health – Grade 2**

**Unit 4: Growth and Development**

<b>Course Objective(s)</b>	<b>Student Objectives</b>	<b>NJSLS 2014</b>	<b>Suggested Timeframe (in class sessions)</b>
Name and locate body organs and parts	<ul style="list-style-type: none"><li>• Identify the major organs, the five senses, brain, lungs, heart, teeth, bones, skin and the functions of each</li><li>• Describe what your heart does and explain why it is called "the hardest working machine"</li><li>• Develop respect for the importance of a healthy working heart</li><li>• Compare and contrast oxygenated blood with deoxygenated blood</li><li>• Simulate the way in which the heart rate and blood flow change in various situations</li><li>• Compose a story about a red blood cell as it travels through the body</li></ul>	<b>2.1.2.A.1</b> <b>2.1.2.A.2</b>	
Describe how children are alike and how they are different	<ul style="list-style-type: none"><li>• Discuss how growth affects everyone at a different rate</li><li>• Visit the nurse and compare results in height and weight to the previous year</li><li>• Recognize that we all develop at different rates</li></ul>	<b>2.1.2.A.2</b> <b>2.2.2.C.2</b>	

## Comprehensive Health – Grade 2

### Unit 5: Family and Social Health

Course Objective(s)	Student Objectives	NJSLs 2014	Suggested Timeframe (in class sessions)
Identify different kinds of families and explain that families may differ for many reasons	<ul style="list-style-type: none"> <li>• Create a family tree listing all members</li> <li>• Compare and contrast the family tree and discuss how all families are different</li> </ul>	<b>2.4.2.A.1</b> <b>2.4.2.A.2</b>	2
Explain that families experiencing a change or crisis can get help if they need it	<ul style="list-style-type: none"> <li>• Describe situations that may cause family problems</li> <li>• Create a story describing changes you have already experienced in your life</li> <li>• Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family</li> <li>• Identify places and people a family can go to for information and help during times of crisis</li> <li>• Create a Health Information Poster</li> </ul>	<b>2.1.P.D.3</b> <b>2.1.2.E.1</b> <b>2.1.4.E.1</b> <b>2.2.P.E.1</b> <b>2.4.2.A.3</b> <b>2.4.2.C.1</b>	4
Define friendship and explain that friends are important throughout life	<ul style="list-style-type: none"> <li>• List methods on ways to make friends and discuss how to keep friends</li> <li>• Discuss a special friend and articulate you feelings towards them and their special qualities</li> <li>• Create a nursery rhyme about friendship</li> <li>• Design a newspaper "Want Ad" listing characteristics you would want in a good friend</li> <li>• Identify appropriate ways for children to show affection and caring</li> </ul>	<b>2.4.2.A.3</b>  <b>2.1.2.E.1</b>	4
Recognize various emotions	<ul style="list-style-type: none"> <li>• Construct journal entries allowing students to discuss their emotional feelings</li> <li>• Create a puppet show demonstrating a display of various emotions</li> </ul>	<b>2.1.2.E.1</b> <b>2.1.2.E.2</b>	3
Explain when and how to seek help when feeling ill, scared, sad, lonely or bullied	<ul style="list-style-type: none"> <li>• Discuss what to do if an emotion begins to "take over" your life</li> <li>• Identify health helpers in the community Realize that it is "OK" to talk with someone about a problem</li> <li>• Role-play a scenario where a student talks to an adult about a problem or an emotion</li> </ul>	<b>2.2.2.E.1</b> <b>2.2.2.E.2</b>	3
Explore the physical, emotional and social aspects of human sexuality an adult about a problem or an emotion	<ul style="list-style-type: none"> <li>• Explain the physical differences and similarities of the genders</li> <li>• Discover how a newborn baby grows and changes to become an older child and then an adult</li> <li>• Create a mural that depicts how we grow and change through the different stages of life</li> <li>• Arrange a personal timeline since birth, including pictures</li> </ul>	<b>2.4.2.B.1</b>	2

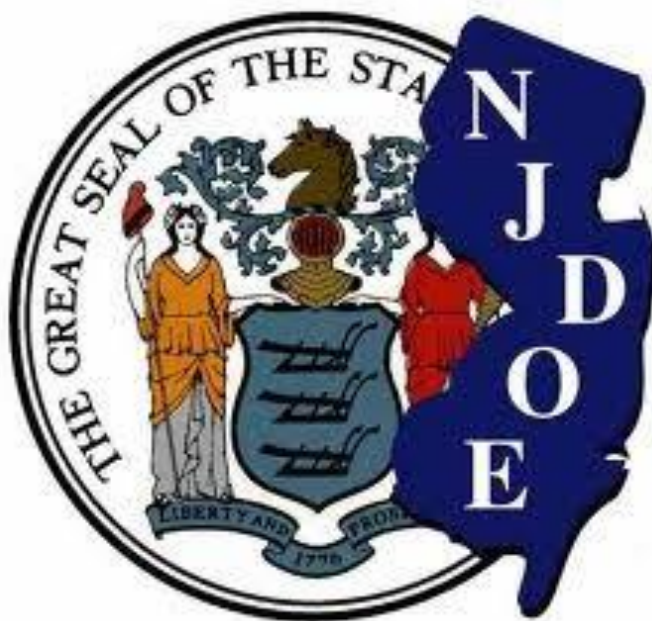
## Comprehensive Health – Grade 2

### Unit 6: Life Skills

Course Objective(s)	Student Objectives	NJSLs 2014	Suggested Timeframe (in class sessions)
Explain when and how to use refusal skills in health and safety situations	<ul style="list-style-type: none"> <li>• List situations that would be considered unsafe and would require refusal skills</li> <li>• Demonstrate refusal skills from a list of assigned situations</li> <li>• Suggest strategies for saying "NO"</li> <li>• Explain that a person's character and values are reflected in the way he acts</li> </ul>	<b>2.2.2.A.1</b> <b>2.2.2.B.2</b>	2
Participate in a class or school service activity and explain how volunteering enhances self-esteem	<ul style="list-style-type: none"> <li>• Demonstrate respect for varying ideas and opinions</li> <li>• Discuss self-esteem and explain that positive character is reflected in the way a person thinks and feels</li> <li>• Design a class project to help others in need</li> <li>• List and explain the steps necessary to complete your project</li> <li>• Create a journal to discuss your feelings about the project — before, during and after its completion</li> </ul>	<b>2.2.2.D.1</b> <b>2.2.2.C.1</b>	1 Ongoing
Identify sources of health information	<ul style="list-style-type: none"> <li>• Express ideas and opinions about wellness issues</li> <li>• Explain the steps to making an effective health decision</li> <li>• Discuss how parents, peers, and the media influence health decisions</li> </ul>	<b>2.2.2.B.1</b> <b>.1.2.A.1</b>	1
Demonstrate effective communication and listening skills	<ul style="list-style-type: none"> <li>• Explain when and how to seek help when feeling ill, scared, sad, lonely or bullied</li> <li>• List common causes of being afraid</li> <li>• Develop awareness of some of the positive benefits of the emotion of fear by describing how fear helps people stay safe</li> <li>• Describe at least five real dangers students might face under different circumstances and what to do about each of them</li> <li>• List common physical effects of fear in the body</li> <li>• Draw a picture and write to suggest appropriate ways to handle a scary situation</li> <li>• Play the game "telephone" to distinguish the difference between hearing and listening</li> <li>• Repeat parts of stories, poems or songs to check for listening and understanding</li> <li>• List methods of communication other than language; such as eye contact, body language and facial expressions</li> <li>• Play the game "Charades" to evaluate communication skills</li> </ul>	<b>2.2.2.A.1</b> <b>2.1.2.E.1</b> <b>2.1.2.E.2</b>	5



# New Jersey Student Learning Standards for Comprehensive Health and Physical Education



# New Jersey Student Learning Standards for Comprehensive Health and Physical Education

## INTRODUCTION

### *Comprehensive Health and Physical Education in the 21<sup>st</sup> Century*

**Health literacy** is an integral component of 21<sup>st</sup> century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### **Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

## Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21<sup>st</sup> century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate **New Jersey Legislative Statutes** related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014:

- **Dating Violence Prevention Bill:** N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

**Health Literacy** includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

(Partnership for 21<sup>st</sup> Century Skills, 2009)

## New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**  
Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**  
Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**  
Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement,

and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.**

Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall

be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.**

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

## Resources

Association for Supervision and Curriculum Development. (2014). *The whole child*. Online: <http://www.wholechildeducation.org/>

Centers for Disease Control and Prevention. (2009). *Health Education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. (2006). *Physical Education curriculum analysis tool*. Atlanta, GA: Author.

Centers for Disease Control and Prevention. National Health Education Standards. *National Health Education Standards*: Atlanta, GA: American Cancer Society. Online: <http://www.cdc.gov/healthyyouth/sher/standards/>

Lohrmann, D. K. (2005). *Creating a healthy school*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Association for Sport and Physical Education. (2014). *The Road to a lifetime of Physical Activity: National standards for Physical Education*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

National Association of State Boards of Education. (2014). *Center for Safe and Healthy Schools*. Online: <http://www.nasbe.org/project/center-for-safe-and-healthy-schools/>

New Jersey State Department of Education. (2009). *Core curriculum content standards in comprehensive health and physical education*. Online: <http://www.state.nj.us/education/cccs/standards/2/index.html>

Partnership for 21<sup>st</sup> Century Skills. (2014). *Framework for 21<sup>st</sup> century learning*. Online: <http://www.p21.org/>

Hyperlinks: <http://www.choosemyplate.gov/>

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Personal Growth and Development</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing self-help skills and personal hygiene skills promotes healthy habits.	<b>2.1.P.A.1</b>	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		<b>2.1.P.A.2</b>	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
<b>2</b>	Health-enhancing behaviors contribute to wellness.	<b>2.1.2.A.1</b>	Explain what being “well” means and identify self-care practices that support wellness.
		<b>2.1.2.A.2</b>	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
<b>4</b>	The dimensions of wellness are interrelated and impact overall personal well-being.	<b>2.1.4.A.1</b>	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		<b>2.1.4.A.2</b>	Determine the relationship of personal health practices and behaviors on an individual’s body systems.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Nutrition</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	<b>2.1.P.B.1</b>	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		<b>2.1.P.B.2</b>	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
<b>2</b>	Choosing a balanced variety of nutritious foods contributes to wellness.	<b>2.1.2.B.1</b>	Explain why some foods are healthier to eat than others.
		<b>2.1.2.B.2</b>	Explain how foods on MyPlate differ in nutritional content and value.
		<b>2.1.2.B.3</b>	Summarize information about food found on product labels.
<b>4</b>	Choosing a balanced variety of nutritious foods contributes to wellness.	<b>2.1.4.B.1</b>	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		<b>2.1.4.B.2</b>	Differentiate between healthy and unhealthy eating practices.
		<b>2.1.4.B.3</b>	Create a healthy meal based on nutritional content, value, calories, and cost.
		<b>2.1.4.B.4</b>	Interpret food product labels based on nutritional content.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Diseases and Health Conditions</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing self-help skills and personal hygiene skills promotes healthy habits.	<b>2.1.P.C.1</b>	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		<b>2</b>	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
<b>2</b>		<b>2.1.2.C.1</b>	Summarize symptoms of common diseases and health conditions.
		<b>2.1.2.C.2</b>	Summarize strategies to prevent the spread of common diseases and health conditions.
		<b>2.1.2.C.3</b>	Determine how personal feelings can affect one's wellness.
<b>4</b>	The use of disease prevention strategies in home, school, and community promotes personal health.	<b>2.1.4.C.1</b>	Explain how most diseases and health conditions are preventable.
		<b>2.1.4.C.2</b>	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
		<b>2.1.4.C.3</b>	Explain how mental health impacts one's wellness.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: ALL STUDENTS WILL ACQUIRE HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.</b>		
<b>Strand</b>	<b>D. Safety</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing an awareness of potential hazards in the environment impacts personal health and safety.	<b>2.1.P.D.1</b>	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
		<b>2.1.P.D.2</b>	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		<b>2.1.P.D.3</b>	Identify community helpers who assist in maintaining a safe environment.
		<b>2.1.P.D.4</b>	Know how to dial 911 for help.
<b>2</b>	Using personal safety strategies reduces the number of injuries to self and others.	<b>2.1.2.D.1</b>	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		<b>2.1.2.D.2</b>	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		<b>2.1.2.D.3</b>	Identify procedures associated with pedestrian, bicycle, and traffic safety.
<b>4</b>	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	<b>2.1.4.D.1</b>	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		<b>2.1.4.D.2</b>	Summarize the various forms of abuse and ways to get help.
		<b>2.1.4.D.3</b>	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
		Applying first-aid procedures can minimize injury and save lives.	<b>2.1.4.D.4</b>



<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>E. Social and Emotional Health</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Many factors at home, school, and in the community impact social and emotional health.	<b>2.1.2.E.1</b>	Identify basic social and emotional needs of all people.
		<b>2.1.2.E.2</b>	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		<b>2.1.2.E.3</b>	Explain healthy ways of coping with common stressful situations experienced by children.
<b>4</b>	Many factors at home, school, and in the community impact social and emotional health.	<b>2.1.4.E.1</b>	Compare and contrast how individuals and families attempt to address basic human needs.
		<b>2.1.4.E.2</b>	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	<b>2.1.4.E.3</b>	Determine ways to cope with rejection, loss, and separation.
		<b>2.1.4.E.4</b>	Summarize the causes of stress and explain ways to deal with stressful situations.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Interpersonal Communication</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	<b>2.2.2.A.1</b>	Express needs, wants, and feelings in health- and safety-related situations.
<b>4</b>	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	<b>2.2.4.A.1</b>	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	<b>2.2.4.A.2</b>	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Decision-Making and Goal Setting</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Effective decision-making skills foster healthier lifestyle choices.	<b>2.2.2.B.1</b>	Explain what a decision is and why it is advantageous to think before acting.
		<b>2.2.2.B.2</b>	Relate decision-making by self and others to one's health.
		<b>2.2.2.B.3</b>	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		<b>2.2.2.B.4</b>	Select a personal health goal and explain why setting a goal is important.
<b>4</b>	Many health-related situations require the application of a thoughtful decision-making process.	<b>2.2.4.B.1</b>	Use the decision-making process when addressing health-related issues.
		<b>2.2.4.B.2</b>	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		<b>2.2.4.B.3</b>	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		<b>2.2.4.B.4</b>	Develop a personal health goal and track progress.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Character Development</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	<b>2.2.2.C.1</b>	Explain the meaning of <u>Character</u> and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		<b>2.2.2.C.2</b>	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
<b>4</b>	Personal core ethical values impact the health of oneself and others.	<b>2.2.4.C.1</b>	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	<b>2.2.4.C.2</b>	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		<b>2.2.4.C.3</b>	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>D. Advocacy and Service</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	<u>Service projects</u> provide an opportunity to have a positive impact on the lives of self and others.	<b>2.2.2.D.1</b>	Determine the benefits for oneself and others of participating in a class or school service activity.
<b>4</b>	<u>Service projects</u> provide an opportunity to have a positive impact on the lives of self and others.	<b>2.2.4.D.1</b>	Explain the impact of participation in different kinds of service projects on community wellness.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>E. Health Services and Information</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing an awareness of potential hazards in the environment impacts personal health and safety.	<b>2.2.P.E.1</b>	Identify community helpers who assist in maintaining a safe environment.
<b>2</b>	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	<b>2.2.2.E.1</b>	Determine where to access home, school, and community health professionals.
<b>4</b>	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	<b>2.2.4.E.1</b>	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		<b>2.2.4.E.2</b>	Explain when and how to seek help when experiencing a health problem.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Medicines</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	<b>2.3.2.A.1</b>	Explain what medicines are and when some types of medicines are used.
		<b>2.3.2.A.2</b>	Explain why medicines should be administered as directed.
<b>4</b>	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	<b>2.3.4.A.1</b>	Distinguish between over-the-counter and prescription medicines.
		<b>2.3.4.A.2</b>	Determine possible side effects of common types of medicines.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Alcohol, Tobacco, and Other Drugs</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Use of drugs in unsafe ways is dangerous and harmful.	<b>2.3.2.B.1</b>	Identify ways that drugs can be abused.
		<b>2.3.2.B.2</b>	Explain effects of tobacco use on personal hygiene, health, and safety.
		<b>2.3.2.B.3</b>	Explain why tobacco smoke is harmful to nonsmokers.
		<b>2.3.2.B.4</b>	Identify products that contain alcohol.
		<b>2.3.2.B.5</b>	List substances that should never be inhaled and explain why.
<b>4</b>	Use of drugs in unsafe ways is dangerous and harmful.	<b>2.3.4.B.1</b>	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		<b>2.3.4.B.2</b>	Compare the short- and long-term physical effects of all types of tobacco use.
		<b>2.3.4.B.3</b>	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
		<b>2.3.4.B.4</b>	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		<b>2.3.4.B.5</b>	Identify the short- and long- term physical effects of inhaling certain substances.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Dependency/Addiction and Treatment</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Substance abuse is caused by a variety of factors.	<b>2.3.2.C.1</b>	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	<b>2.3.2.C.2</b>	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
<b>4</b>	Substance abuse is caused by a variety of factors.	<b>2.3.4.C.1</b>	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
		<b>2.3.4.C.2</b>	Differentiate between drug use, abuse, and misuse.
		<b>2.3.4.C.3</b>	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Relationships</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	The family unit encompasses the diversity of family forms in contemporary society.	<b>2.4.2.A.1</b>	Compare and contrast <u>different kinds of families</u> locally and globally.
		<b>2.4.2.A.2</b>	Distinguish the roles and responsibilities of different family members.
		<b>2.4.2.A.3</b>	Determine the factors that contribute to healthy relationships.
<b>4</b>	The family unit encompasses the diversity of family forms in contemporary society.	<b>2.4.4.A.1</b>	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		<b>2.4.4.A.2</b>	Explain why healthy relationships are fostered in some families and not in others.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Sexuality</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Gender-specific similarities and differences exist between males and females.	<b>2.4.2.B.1</b>	Compare and contrast the physical differences and similarities of the genders.
<b>4</b>	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	<b>2.4.4.B.1</b>	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Pregnancy and Parenting</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	The health of the birth mother impacts the development of the fetus.	<b>2.4.2.C.1</b>	Explain the factors that contribute to a mother having a healthy baby.
<b>4</b>	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	<b>2.4.4.C.1</b>	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	<b>2.4.4.C.2</b>	Relate the health of the birth mother to the development of a healthy fetus.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Movement Skills and Concepts</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	<b>2.5.P.A.1</b>	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		<b>2.5.P.A.2</b>	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulative during play, and uses a variety of writing instruments in a conventional manner).
		<b>2.5.P.A.3</b>	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
<b>2</b>	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	<b>2.5.2.A.1</b>	Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		<b>2.5.2.A.2</b>	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
		<b>2.5.2.A.3</b>	Respond in movement to changes in tempo, beat, rhythm, or musical style.
		<b>2.5.2.A.4</b>	Correct movement errors in response to feedback.
<b>4</b>	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	<b>2.5.4.A.1</b>	Explain and perform <u>essential elements of movement skills</u> in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		<b>2.5.4.A.2</b>	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
		<b>2.5.4.A.3</b>	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and effectiveness of movement actions.	<b>2.5.4.A.4</b>	Correct movement errors in response to feedback and explain how the change improves performance.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Strategy</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Teamwork consists of effective communication and other interactions between team members.	<b>2.5.2.B.1</b>	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
		<b>2.5.2.B.2</b>	Explain the difference between offense and defense.
		<b>2.5.2.B.3</b>	Determine how attitude impacts physical performance.
		<b>2.5.2.B.4</b>	Demonstrate strategies that enable team and group members to achieve goals.
<b>4</b>	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	<b>2.5.4.B.1</b>	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
		<b>2.5.4.B.2</b>	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>C. Sportsmanship, Rules, and Safety</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>2</b>	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	<b>2.5.2.C.1</b>	Explain what it means to demonstrate good sportsmanship.
		<b>2.5.2.C.2</b>	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
<b>4</b>	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	<b>2.5.4.C.1</b>	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
		<b>2.5.4.C.2</b>	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.



<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Fitness and Physical Activity</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>P</b>	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	<b>2.6. P.A.1</b>	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		<b>2.6. P.A.2</b>	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
<b>2</b>	Appropriate types and amounts of physical activity enhance personal health.	<b>2.6.2.A.1</b>	Explain the role of regular physical activity in relation to personal health.
		<b>2.6.2.A.2</b>	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
		<b>2.6.2.A.3</b>	Develop a fitness goal and monitor progress towards achievement of the goal.
<b>4</b>	Each component of fitness contributes to personal health as well as motor skill performance.	<b>2.6.4.A.1</b>	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
		<b>2.6.4.A.2</b>	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and <u>skill-related fitness</u> .
		<b>2.6.4.A.3</b>	Develop a <u>health-related fitness</u> goal and track progress using health/fitness indicators.
		<b>2.6.4.A.4</b>	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.