

Grade 1 Wellness PE- Unit 5:

Massachusetts Learning Standards Taught in this Unit

Body Systems

CH.PH.01.01 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems)

CH.PH.01.02 Identify behaviors and environmental factors that influence functioning of body systems

CH.PH.01.03 Identify appropriate accommodations and aids for people with physical disabilities

CH.PH.01.04 Distinguish the characteristics of living and non-living organisms"

CH.PH.01.05 List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death)

Motor Skill Development

CH.PH.02.01 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance"

CH.PH.02.02 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams"

CH.PH.02.03 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills

Fitness

CH.PH.02.04

Identify physical and psychological changes that result from participation in a variety of physical activities

CH.PH.02.05 Explain the benefits of physical fitness to good health and increased active lifestyle

CH.PH.02.06 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

Personal and Social Competency

CH.PH.02.07 Demonstrate responsible personal and social conduct used in physical activity settings

Feelings and Emotions

CH.SEH.05.01

Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

CH.SEH.05.02 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

Identity

CH.SEH.05.03 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships"

CH.SEH.05.04 Describe the effects of leadership skills on the promotion of teamwork

Decision Making

CH.SEH.05.05 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions"

CH.SEH.05.06 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

Communication

CH.SEH.07.02

Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school

Peer Relationships

CH.SEH.07.03

Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others

CH.SEH.07.04 Describe the concepts of prejudice and discrimination

Self Protection

CH.SP.09.04 Distinguish among safe, unsafe, and inappropriate touch"

CH.SP.09.05 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety

Emergency Intervention

CH.SP.09.06 Follow universal precautions for all first aid involving any blood and other body fluids

CH.SP.09.07 Apply appropriate first aid for cuts and bruises, including observing universal precautions"

Awareness

CH.SP.11.01

Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another

Contributing Factors

CH.SP.11.02 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes"

Alternatives

CH.SP.11.03 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships

CH.SP.11.04 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups