

Grade K Wellness Education

Standard #1: Human Growth and Development

Students will know the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle. Students will have the skills to promote and maintain healthy growth and development.

Big Ideas:

1. Application of knowledge is necessary to increase the likelihood of leading a healthy lifestyle.
2. Understanding how your body works is important in maintaining optimal health.

Learning Goals

What students will know and be able to do.

- Students will be able to recognize two appropriate sites on the body to monitor heart rate.

Instructional Snapshots

What you might see taking place in the classroom.

- Students checking heart rate on their wrist, neck or chest after a fitness activity

Assessment

Tools

- Students will demonstrate checking their heart rate.

Standard #2: Nutrition

Students will have the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Big Ideas:

1. Good nutrition is an essential component of good health.
2. The better you eat, the better you feel.
3. You are what you eat.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #3: Emotional and Mental Health

Students will be knowledgeable about emotions and mental health, the management of emotions, personality and character development. Students will have the skills to promote self-acceptance, make decisions, and cope with stress.

Big Ideas:

1. Knowledge of mental health concepts provides a background for dealing with personal crisis or difficult situations.
2. Understanding oneself leads to self-acceptance.
3. Communication is a key component of good mental health.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 4. Social Health

Students will be knowledgeable about the significance of family and interpersonal relationships on individuals.

Big Ideas:

1. People need interaction to be happy and healthy.
2. We are all parts of a whole.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 5. Disease Prevention

Students will know the signs, symptoms, and treatment of chronic and communicable diseases. Students will have skills related to health promotion, disease prevention, and health maintenance.

Big Ideas:

1. Personal hygiene is the foundation for disease prevention.
2. Identifying illness and seeking treatment is an essential life skill.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 6. Community and Public Health

Students will be knowledgeable and skillful in order to: administer first aid and carry out emergency procedures; recognize, avoid, and report verbal, physical, and emotional abuse situations; and assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Big Ideas:

1. Each citizen is responsible for personal and public safety.
2. Part of being a good citizen is being prepared to assist others in times of need.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #7: Substance Abuse Prevention

Students will be knowledgeable and have the skills to make health-enhancing decisions regarding the use of medications and the avoidance of the use of health-depleting substances.

Big Ideas:

1. Use of substances can positively and negatively impact our lives.
2. Abuse of substances will always lead to negative outcomes.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 8. Violence Prevention and Resource Utilization:

Students will understand how their actions affect others and acknowledge the power that positive character traits can have in violence prevention. Students will have the skills to report incidents of violence and hurtful behavior to adults in the school and community, and to identify constructive alternatives to violence, including how to discourage others from engaging in violence.

Big Ideas:

1. You alone are responsible for your actions.
2. Every action has some reaction.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 9, Motor Skill Application and Acquisition:

Students are able to apply movement concepts and principles to the learning and development of motor skills, allowing them to demonstrate competency in many movement forms, and proficiency in a few movement forms.

Big Ideas

1. Movement is the core of kinesthetic awareness.
2. Mastery is the result of thoughtful practice.

Learning Goals

What students will know and be able to do.

- Students will demonstrate the emerging skills of catching, kicking, throwing and striking.
- Students will demonstrate an understanding of body and spatial awareness by applying the concepts of self-space, general space, levels, shapes, pathways, directions, and speed in a variety of movement activities.

Instructional Snapshots

What you might see taking place in the classroom.

- Students engage in small group, partner or individual activities to develop manipulative skills. For example-catching with a partner, throwing or kicking to a target, messy back yard
- Students engaged in a large group activity to develop body and spatial awareness. For example-obstacle course, tag games, gymnastics.

Assessment

Tools

- Gross Motor Assessment, teacher observation, self-assessment
- Gross Motor Assessment, teacher observation, self-assessment

Standard 10, Physical Fitness:

Students will have a physically active lifestyle, thereby achieving and maintaining a health-enhancing level of fitness.

Big Ideas

1. Fitness does not just happen. You must understand it and practice regularly.
2. Physical fitness is a journey, not a destination.

Learning Goals

What students will know and be able to do.

- Students will sustain moderate to vigorous physical activity for short amounts of time.

Instructional Snapshots

What you might see taking place in the classroom.

- Students participating in fitness activities. For instance-tag, obstacle course. I go, You go,

Assessment

Tools

- Teacher observation, checklist

Standard 11, Culinary Skills:

Students will integrate knowledge and techniques required for skillful preparation, cooking, and presentation of food.

Big Ideas:

1. Safe cooking means safe eating.
2. Skillfully prepared food satisfies the senses.
3. Careful cooking procedures create good food.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 12. Consumer Skills:

Students will integrate knowledge, skills, and practices necessary to become educated consumers about acquiring, preparing and consuming food.

Big Ideas

Wise choices promote healthy and enjoyable eating practices.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 13, Cultural Diversity:

Students will understand and respect how food and cuisine reflects the cultural and geographic differences among peoples.

Big Ideas

1. Food is a common thread between cultures.
2. Culinary traditions reflect geography and cultural heritage.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Grade 1

Standard #1: Human Growth and Development

Students will know the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle. Students will have the skills to promote and maintain healthy growth and development.

Big Ideas:

1. Application of knowledge is necessary to increase the likelihood of leading a healthy lifestyle.
2. Understanding how your body works is important in maintaining optimal health.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #2: Nutrition

Students will have the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Big Ideas:

1. Good nutrition is an essential component of good health.
2. The better you eat, the better you feel.
3. You are what you eat.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #3: Emotional and Mental Health

Students will be knowledgeable about emotions and mental health, the management of emotions, personality and character development. Students will have the skills to promote self-acceptance, make decisions, and cope with stress.

Big Ideas:

1. Knowledge of mental health concepts provides a background for dealing with personal crisis or difficult situations.
2. Understanding oneself leads to self-acceptance.
3. Communication is a key component of good mental health.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 4, Social Health

Students will be knowledgeable about the significance of family and interpersonal relationships on individuals.

Big Ideas:

1. People need interaction to be happy and healthy.
2. We are all parts of a whole.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Benchmark Statements

Standard 5. Disease Prevention

Students will know the signs, symptoms, and treatment of chronic and communicable diseases. Students will have skills related to health promotion, disease prevention, and health maintenance.

Big Ideas:

1. Personal hygiene is the foundation for disease prevention.
2. Identifying illness and seeking treatment is an essential life skill.

Learning Goals

What students will know and be able to do.

- Students will demonstrate an understanding of basic disease transmission principles by applying the skills necessary to prevent and control the spread of germs.

Instructional Snapshots

What you might see taking place in the classroom.

- Teacher discussion about germs, including what is a germ, how they are spread and how they enter the body.
- Simulations of hand washing and germ spreading, coughing and sneezing.

Assessment

Tools

- Worksheets reinforcing the concepts.

Standard 6, Community and Public Health

Students will be knowledgeable and skillful in order to: administer first aid and carry out emergency procedures; recognize, avoid, and report verbal, physical, and emotional abuse situations; and assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Big Ideas:

1. Each citizen is responsible for personal and public safety.
2. Part of being a good citizen is being prepared to assist others in times of need.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #7: Substance Abuse Prevention

Students will be knowledgeable and have the skills to make health-enhancing decisions regarding the use of medications and the avoidance of the use of health-depleting substances.

Big Ideas:

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2. Abuse of substances will always lead to negative outcomes.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 8, Violence Prevention and Resource Utilization:

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Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 9, Motor Skill Application and Acquisition:

Students are able to apply movement concepts and principles to the learning and development of motor skills, allowing them to demonstrate competency in many movement forms, and proficiency in a few movement forms.

Big Ideas

1. Movement is the core of kinesthetic awareness.
2. Mastery is the result of thoughtful practice.

Learning Goals

What students will know and be able to do.

- Students will demonstrate proper technique concepts of underhand rolling.
- Students will demonstrate an overhand throw using hand/foot opposition and correct body alignment.
- Students will demonstrate body and spatial awareness by using different combinations of shapes, levels, pathways, directions, and speed within a variety of activities.

Instructional Snapshots

What you might see taking place in the classroom.

- Students participating in large group activities to develop body and spatial awareness. For example-bowling, messy back yard, bocce
- Students engage in small group, partner and individual activities to develop skill acquisition. For example-throwing to a target, messy back yard
- Students engaged in a large group activity to develop body and spatial awareness. For example-obstacle course, tag games, gymnastics

Assessment

Tools

- Gross Motor Assessment, teacher observation, self assessment
- Gross Motor Assessment, teacher observation, self-assessment
- Gross Motor Assessment, teacher observation, self assessment

Standard 10, Physical Fitness:

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Big Ideas

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Instructional Snapshots

What you might see taking place in the classroom.

- Students participating in fitness activities. For instance-tag, obstacle course, I go You go,

Assessment

Tools

- Teacher observation, checklist.

Standard 11, Culinary Skills:

Students will integrate knowledge and techniques required for skillful preparation, cooking, and presentation of food.

Big Ideas:

1. Safe cooking means safe eating.
2. Skillfully prepared food satisfies the senses.
3. Careful cooking procedures create good food.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 12, Consumer Skills:

Students will integrate knowledge, skills, and practices necessary to become educated consumers about acquiring, preparing and consuming food.

Big Ideas

Wise choices promote healthy and enjoyable eating practices.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 13. Cultural Diversity:

Students will understand and respect how food and cuisine reflects the cultural and geographic differences among peoples.

Big Ideas

1. Food is a common thread between cultures.
2. Culinary traditions reflect geography and cultural heritage.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Grade 2

Standard #1: Human Growth and Development

Students will know the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle. Students will have the skills to promote and maintain healthy growth and development.

Big Ideas:

1. Application of knowledge is necessary to increase the likelihood of leading a healthy lifestyle.
2. Understanding how your body works is important in maintaining optimal health

Learning Goals

What students will know and be able to do.

- Students will demonstrate an understanding of the skeletal system by identifying the names and functions of the major bones.

Instructional Snapshots

What you might see taking place in the classroom.

- Students learning the names of bones discussion and visual display of bones
- Students point to their own bones at different times during class
- Students work with a partner to review bones

Assessment

Tools

- Teacher observation, worksheets

Standard #2: Nutrition

Students will have the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Big Ideas:

1. Good nutrition is an essential component of good health.
2. The better you eat, the better you feel.
3. You are what you eat.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Benchmark Statements

Standard #3: Emotional and Mental Health

Students will be knowledgeable about emotions and mental health, the management of emotions, personality and character development. Students will have the skills to promote self-acceptance, make decisions, and cope with stress.

Big Ideas:

1. Knowledge of mental health concepts provides a background for dealing with personal crisis or difficult situations.
2. Understanding oneself leads to self-acceptance.
3. Communication is a key component of good mental health.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 4, Social Health

Students will be knowledgeable about the significance of family and interpersonal relationships on individuals.

Big Ideas:

1. People need interaction to be happy and healthy.
2. We are all parts of a whole.

Learning Goals

What students will know and be able to do.

Benchmark Statements

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 5. Disease Prevention

Students will know the signs, symptoms, and treatment of chronic and communicable diseases. Students will have skills related to health promotion, disease prevention, and health maintenance.

Big Ideas:

1. Personal hygiene is the foundation for disease prevention.
2. Identifying illness and seeking treatment is an essential life skill.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 6, Community and Public Health

Students will be knowledgeable and skillful in order to: administer first aid and carry out emergency procedures; recognize, avoid, and report verbal, physical, and emotional abuse situations; and assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Big Ideas:

1. Each citizen is responsible for personal and public safety.
2. Part of being a good citizen is being prepared to assist others in times of need.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #7: Substance Abuse Prevention

Students will be knowledgeable and have the skills to make health-enhancing decisions regarding the use of medications and the avoidance of the use of health-depleting substances.

Big Ideas:

1. Use of substances can positively and negatively impact our lives.
2. Abuse of substances will always lead to negative outcomes.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 8. Violence Prevention and Resource Utilization:

Students will understand how their actions affect others and acknowledge the power that positive character traits can have in violence prevention. Students will have the skills to report incidents of violence and hurtful behavior to adults in the school and community, and to identify constructive alternatives to violence, including how to discourage others from engaging in violence.

Big Ideas:

1. You alone are responsible for your actions.
2. Every action has some reaction.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 9, Motor Skill Application and Acquisition:

Students are able to apply movement concepts and principles to the learning and development of motor skills, allowing them to demonstrate competency in many movement forms, and proficiency in a few movement forms.

Big Ideas

1. Movement is the core of kinesthetic awareness.
2. Mastery is the result of thoughtful practice.

Learning Goals

What students will know and be able to do.

- Students will demonstrate the basic locomotor skills (hop, jump, gallop, slide, leap, skip) by applying proper technique toward the performance of each skill.
- Students will demonstrate the ability to use an overhand throw for distance and force.
- Students will demonstrate the ability to strike an object with hand or short racket.

Instructional Snapshots

What you might see taking place in the classroom.

- Students participating in large group and individual activities to develop locomotor skills For example-Individual practice time “warm-ups” obstacle course, tag games, gymnastics
- Students participate in large group, partner and individual activities to develop throwing and striking skills For example- Messy back yard, hot potato tag, throwing at targets
- Students participate in individual and partner activities. For example- striking with a tennis racket, striking with a koosh paddle

Assessment

Tools

- Gross Motor Assessment, teacher observation, self assessment
- Gross Motor Assessment, teacher observation, self assessment
- Gross Motor Assessment, teacher observation, self assessment

Standard 10, Physical Fitness:

Students will have a physically active lifestyle, thereby achieving and maintaining a health-enhancing level of fitness.

Big Ideas

1. Fitness does not just happen. You must understand it and practice regularly.
2. Physical fitness is a journey, not a destination.

Learning Goals

What students will know and be able to do.

- Students will demonstrate an understanding of the difference between fitness and non-fitness activities by explaining the impact exercise has on the body.

Instructional Snapshots

What you might see taking place in the classroom.

- Group discussion, teacher directed questionings, student participation in fitness activities

Assessment

Tools

- Teacher observation, checklist

Standard 11, Culinary Skills:

Students will integrate knowledge and techniques required for skillful preparation, cooking, and presentation of food.

Big Ideas:

1. Safe cooking means safe eating.
2. Skillfully prepared food satisfies the senses.
3. Careful cooking procedures create good food.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 12, Consumer Skills:

Students will integrate knowledge, skills, and practices necessary to become educated consumers about acquiring, preparing and consuming food.

Big Ideas

Wise choices promote healthy and enjoyable eating practices.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 13. Cultural Diversity:

Students will understand and respect how food and cuisine reflects the cultural and geographic differences among peoples.

Big Ideas

1. Food is a common thread between cultures.
2. Culinary traditions reflect geography and cultural heritage.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Grade 3

Standard #1: Human Growth and Development

Students will know the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle. Students will have the skills to promote and maintain healthy growth and development.

Big Ideas:

1. Application of knowledge is necessary to increase the likelihood of leading a healthy lifestyle.
2. Understanding how your body works is important in maintaining optimal health.

Learning Goals

What students will know and be able to do.

- Students will understand how the heart rate increases during exercise and be able to monitor their effort by periodically checking their heart rate.

Instructional Snapshots

What you might see taking place in the classroom.

- Students taking their heart rate and counting the beats

Assessment

Tools

- Self assessment of how hard they are working

Standard #2: Nutrition

Students will have the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Big Ideas:

1. Good nutrition is an essential component of good health.
2. The better you eat, the better you feel.
3. You are what you eat.

Learning Goals

What students will know and be able to do.

- Grade 3 Students will demonstrate an understanding of the key nutrients in food and how the body uses nutrients by using the food pyramid to identify nutrients in food groups and explain their value in body functioning.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #3: Emotional and Mental Health

Students will be knowledgeable about emotions and mental health, the management of emotions, personality and character development. Students will have the skills to promote self-acceptance, make decisions, and cope with stress.

Big Ideas:

1. Knowledge of mental health concepts provides a background for dealing with personal crisis or difficult situations.
2. Understanding oneself leads to self-acceptance.
3. Communication is a key component of good mental health.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 4, Social Health

Students will be knowledgeable about the significance of family and interpersonal relationships on individuals.

Big Ideas

1. People need interaction to be happy and healthy.
2. We are all parts of a whole.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 5. Disease Prevention

Students will know the signs, symptoms, and treatment of chronic and communicable diseases. Students will have skills related to health promotion, disease prevention, and health maintenance.

Big Ideas:

1. Personal hygiene is the foundation for disease prevention.
2. Identifying illness and seeking treatment is an essential life skill.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 6, Community and Public Health

Students will be knowledgeable and skillful in order to: administer first aid and carry out emergency procedures; recognize, avoid, and report verbal, physical, and emotional abuse situations; and assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Big Ideas:

1. Each citizen is responsible for personal and public safety.
2. Part of being a good citizen is being prepared to assist others in times of need.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

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Big Ideas:

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2. Abuse of substances will always lead to negative outcomes.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

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Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

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Students are able to apply movement concepts and principles to the learning and development of motor skills, allowing them to demonstrate competency in many movement forms, and proficiency in a few movement forms.

Big Ideas

1. Movement is the core of kinesthetic awareness.
2. Mastery is the result of thoughtful practice.

Learning Goals

What students will know and be able to do.

- Students will demonstrate an understanding of the skill of overhand throwing by applying the fundamental concepts of the skill in a throwing activity.
- Student will demonstrate proficiency of locomotor skills (skip, hop, gallop, leap, run and jump) with in a game.
- Students will apply the skills of throwing, catching, striking and dribbling within a whole group game or activity.

Instructional Snapshots

What you might see taking place in the classroom.

- Students participate in large group and partner activities. For example-throwing to a moving partner, throwing while moving
- Students participate in whole group and individual activities. For example-throwing with a partner, throwing to targets, mess back yard
- Students participate in whole group and partner activities. For example-Long ball, how potato tag, 7 up

Assessment

Tools

- Teacher observation, rubrics, checklists
- teacher observations, checklists
- teacher observations, checklists

Standard 10, Physical Fitness:

Students will have a physically active lifestyle, thereby achieving and maintaining a health-enhancing level of fitness.

Big Ideas

1. Fitness does not just happen. You must understand it and practice regularly.
2. Physical fitness is a journey, not a destination.

Learning Goals

What students will know and be able to do.

- Students will demonstrate an understanding of the basic fitness principles of frequency, intensity and time (FIT) by explaining how these concepts should fit into their daily lives.

Instructional Snapshots

What you might see taking place in the classroom.

- Group discussion, teacher directed questioning, student participation in fitness activities

Assessment

Tools

- FIT principle worksheet

Standard 11, Culinary Skills:

Students will integrate knowledge and techniques required for skillful preparation, cooking, and presentation of food.

Big Ideas:

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2. Skillfully prepared food satisfies the senses.
3. Careful cooking procedures create good food.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 12. Consumer Skills:

Students will integrate knowledge, skills, and practices necessary to become educated consumers about acquiring, preparing and consuming food.

Big Ideas

Wise choices promote healthy and enjoyable eating practices.

Learning Goals

What students will know and be able to do.

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What you might see taking place in the classroom.

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What you might see taking place in the classroom.

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2. Understanding how your body works is important in maintaining optimal health.

Learning Goals	Instructional Snapshots	Assessment
<i>What students will know and be able to do.</i>	<i>What you might see taking place in the classroom.</i>	<i>Tools</i>

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What you might see taking place in the classroom.

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Big Ideas:

1. Personal hygiene is the foundation for disease prevention.
2. Identifying illness and seeking treatment is an essential life skill.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 6. Community and Public Health

Students will be knowledgeable and skillful in order to: administer first aid and carry out emergency procedures; recognize, avoid, and report verbal, physical, and emotional abuse situations; and assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Big Ideas:

1. Each citizen is responsible for personal and public safety.
2. Part of being a good citizen is being prepared to assist others in times of need.

Learning Goals

What students will know and be able to do.

- Grade 4 Students will demonstrate an understanding of safety responses to a variety of situations by interpreting steps to take in various scenarios.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard #7: Substance Abuse Prevention

Students will be knowledgeable and have the skills to make health-enhancing decisions regarding the use of medications and the avoidance of the use of health-depleting substances.

Big Ideas:

1. Use of substances can positively and negatively impact our lives.
2. Abuse of substances will always lead to negative outcomes.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 8. Violence Prevention and Resource Utilization:

Students will understand how their actions affect others and acknowledge the power that positive character traits can have in violence prevention. Students will have the skills to report incidents of violence and hurtful behavior to adults in the school and community, and to identify constructive alternatives to violence, including how to discourage others from engaging in violence.

Big Ideas:

1. You alone are responsible for your actions.
2. Every action has some reaction.

Learning Goals

What students will know and be able to do.

- Grade 4 Students will demonstrate an understanding of how their actions can positively and negatively affect others by applying their own experiences through role-playing exercises.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 9, Motor Skill Application and Acquisition:

Students are able to apply movement concepts and principles to the learning and development of motor skills, allowing them to demonstrate competency in many movement forms, and proficiency in a few movement forms.

Big Ideas

1. Movement is the core of kinesthetic awareness.
2. Mastery is the result of thoughtful practice.

Learning Goals

What students will know and be able to do.

- PE Students in Strength Training will demonstrate an understanding of proper lifting technique.

Instructional Snapshots

What you might see taking place in the classroom.

- Students performing several different lifts using proper lifting techniques.

Assessment

Tools

- Keep a work out log. Benchpress technique assessment.

Standard 10, Physical Fitness:

Students will have a physically active lifestyle, thereby achieving and maintaining a health-enhancing level of fitness.

Big Ideas

1. Fitness does not just happen. You must understand it and practice regularly.
2. Physical fitness is a journey, not a destination.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 11, Culinary Skills:

Students will integrate knowledge and techniques required for skillful preparation, cooking, and presentation of food.

Big Ideas:

1. Safe cooking means safe eating.
2. Skillfully prepared food satisfies the senses.
3. Careful cooking procedures create good food.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 12. Consumer Skills:

Students will integrate knowledge, skills, and practices necessary to become educated consumers about acquiring, preparing and consuming food.

Big Ideas

Wise choices promote healthy and enjoyable eating practices.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 13. Cultural Diversity:

Students will understand and respect how food and cuisine reflects the cultural and geographic differences among peoples.

Big Ideas

1. Food is a common thread between cultures.
2. Culinary traditions reflect geography and cultural heritage.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Grade 5

Standard #1: Human Growth and Development

Students will know the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle. Students will have the skills to promote and maintain healthy growth and development.

Big Ideas:

1. Application of knowledge is necessary to increase the likelihood of leading a healthy lifestyle.
2. Understanding how your body works is important in maintaining optimal health.

Learning Goals

What students will know and be able to do.

- Grade 5 Students will demonstrate an understanding of the changes that occur during puberty by explaining the similarities and differences between the genders.

Instructional Snapshots

What you might see taking place in the classroom.

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Assessment

Tools

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Standard #2: Nutrition

Students will have the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Big Ideas:

1. Good nutrition is an essential component of good health.
2. The better you eat, the better you feel.
3. You are what you eat.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Benchmark Statements

Standard #3: Emotional and Mental Health

Students will be knowledgeable about emotions and mental health, the management of emotions, personality and character development. Students will have the skills to promote self-acceptance, make decisions, and cope with stress.

Big Ideas:

1. Knowledge of mental health concepts provides a background for dealing with personal crisis or difficult situations.
2. Understanding oneself leads to self-acceptance.
3. Communication is a key component of good mental health.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 4. Social Health

Students will be knowledgeable about the significance of family and interpersonal relationships on individuals.

Big Ideas:

1. People need interaction to be happy and healthy.
2. We are all parts of a whole.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 5. Disease Prevention

Students will know the signs, symptoms, and treatment of chronic and communicable diseases. Students will have skills related to health promotion, disease prevention, and health maintenance.

Big Ideas:

1. Personal hygiene is the foundation for disease prevention.
2. Identifying illness and seeking treatment is an essential life skill.

Learning Goals

What students will know and be able to do.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 6. Community and Public Health

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Big Ideas

1. Movement is the core of kinesthetic awareness.
2. Mastery is the result of thoughtful practice.

Learning Goals

What students will know and be able to do.

- Grade 5 Students will demonstrate an understanding of how to apply movement concepts and principles to the learning and development of throwing.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 10. Physical Fitness:

Students will have a physically active lifestyle, thereby achieving and maintaining a health-enhancing level of fitness.

Big Ideas

1. Fitness does not just happen. You must understand it and practice regularly.
2. Physical fitness is a journey, not a destination.

Learning Goals

What students will know and be able to do.

- Grade 5 Students will demonstrate an understanding of fitness concepts and the benefits of regular exercise by explaining the value of exercise and fitness in the life of a healthy student.

Instructional Snapshots

What you might see taking place in the classroom.

Assessment

Tools

Standard 11, Culinary Skills:

Students will integrate knowledge and techniques required for skillful preparation, cooking, and presentation of food.

Big Ideas:

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Tools