

STANDARD 2.1 (WELLNESS)
Strands and Cumulative Progress Indicators (CPIs)
K-4

Cumulative Progress Indicators by Grade		
Strand	K-2	3-4
A. Personal Health	<ol style="list-style-type: none"> 1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness. 2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports. 	<ol style="list-style-type: none"> 1. Describe the physical, social, and emotional dimensions of wellness. 2. Describe and demonstrate personal hygiene practices that support wellness. 3. Analyze the impact of health choices and behaviors on wellness.
B. Growth and Development	<ol style="list-style-type: none"> 1. Name and locate body organs and parts. 2. Describe how children are alike and how they are different. 	<ol style="list-style-type: none"> 1. Describe the structure and function of human body systems. 2. Describe each human life stage and the physical changes that occur at each stage. 3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.
C. Nutrition	<ol style="list-style-type: none"> 1. Explain why some foods are healthier to eat than others. 2. Sort foods according to food groups and food sources. 3. Explain what information can be found on food and product labels. 	<ol style="list-style-type: none"> 1. Differentiate between healthy and unhealthy eating patterns. 2. Classify foods by food group, food source, nutritional content, and nutritional value. 3. Interpret food product labels. 4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.
D. Diseases and Health Conditions	<ol style="list-style-type: none"> 1. Explain why diseases and health conditions need to be detected and treated early. 2. Explain the difference between communicable and non-communicable diseases. 3. Discuss common symptoms of diseases and health conditions. 4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs. 	<ol style="list-style-type: none"> 1. Discuss the importance of the early detection of diseases and health conditions. 2. Investigate ways to treat common childhood diseases and health conditions. 3. Explain that some diseases and health conditions are preventable and some are not. 4. Describe the signs and symptoms of diseases and health conditions common in children. 5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions. 6. Discuss myths and facts about mental illness.
E. Safety	<ol style="list-style-type: none"> 1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures. 2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts. 	<ol style="list-style-type: none"> 1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community. 2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns. 3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should

	<p>3. Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.</p> <p>4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.</p> <p>5. Identify warning labels found on medicines and household products.</p>	<p>abuse be suspected.</p> <p>4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.</p>
F. Social and Emotional Health	<p>1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.</p> <p>2. Recognize various emotions and demonstrate sympathy and empathy.</p> <p>3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.</p> <p>4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.</p>	<p>1. Describe basic human needs and how individuals and families attempt to meet those needs.</p> <p>2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.</p> <p>3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.</p> <p>4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.</p> <p>5. Discuss the causes of stress and demonstrate ways to deal with stressful situations.</p> <p>6. Explain and demonstrate ways to cope with rejection, loss, and separation.</p> <p>7. Explain how stereotypes influence personal growth and behavior.</p>

STANDARD 2.2 (INTEGRATED SKILLS)
Strands and Cumulative Progress Indicators (CPIs)
K-4

Cumulative Progress Indicators by Grade		
Strand	K-2	3-4
A. Communication	<p>1. Identify sources of health information.</p> <p>2. Express ideas and opinions about wellness issues.</p> <p>3. Explain when and how to use refusal skills in health and safety situations.</p> <p>4. Demonstrate effective communication and listening skills.</p>	<p>1. Explain how to determine the validity and reliability of a health resource.</p> <p>2. Present health information, orally and in writing, to peers.</p> <p>3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.</p> <p>4. Identify and employ ways to improve listening skills.</p> <p>5. Explain how to identify a health problem or issue for possible research.</p>
B. Decision Making	<p>1. Explain the steps to making an effective health decision.</p> <p>2. Discuss how parents, peers, and the media influence health</p>	<p>1. Outline the steps to making an effective decision.</p> <p>2. Discuss how parents, peers, and the media influence health</p>

	decisions.	decisions and behaviors. 3. Describe situations that might require a decision about health and safety.
C. Planning and Goal Setting	1. Develop a wellness goal and explain why setting a goal is important.	1. Develop a personal health goal and track progress. 2. Describe ways to support the achievement of health goals.
D. Character Development	1. Explain that a person’s character and values are reflected in the way the person thinks, feels, and acts.	1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship. 2. Discuss how an individual’s character positively impacts individual and group goals and success.
E. Leadership, Advocacy, and Service	1. Act as a leader and a follower. 2. Identify factors that lead to group success and help solve group problems. 3. Motivate group members to work together and provide constructive feedback. 4. Demonstrate respect for varying ideas and opinions. 5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.	1. Describe and demonstrate the characteristics of an effective leader. 2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments. 3. Demonstrate respect for the opinions and abilities of group members. 4. Develop and articulate group goals. 5. Develop a position on a wellness issue. 6. Discuss laws and regulations created to enhance wellness. 7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.
F. Health Services and Careers	1. Discuss how community helpers and healthcare workers contribute to personal and community wellness. 2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.	1. Describe health and fitness services provided in the school and community. 2. Describe and demonstrate how to seek help for a variety of health and fitness concerns. 3. Discuss wellness and fitness careers.

STANDARD 2.3 (DRUGS AND MEDICINES)
Strands and Cumulative Progress Indicators (CPIs)
K-4

Cumulative Progress Indicators by Grade		
Strand	K-2	3-4
A. Medicines	1. Identify different kinds of medicines. 2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy. 3. Discuss basic rules when taking medicines.	1. Distinguish between over-the-counter and prescription medicines. 2. Identify commonly used medicines and discuss why they are used. 3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.
B. Alcohol, Tobacco and Other	1. Define drug and give examples of harmful and/or illegal	1. Explain why it is illegal to use or possess certain

Drugs	<p>drugs.</p> <p>2. Explain that tobacco use contributes to lung diseases and fires.</p> <p>3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.</p> <p>4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes</p> <p>5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.</p>	<p>drugs/substances.</p> <p>2. Describe the short- and long-term physical effects of tobacco use.</p> <p>3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.</p> <p>4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>5. Identify the physical and behavioral effects of marijuana use.</p> <p>6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.</p>
C. Dependency/Addiction and Treatment	<p>1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.</p> <p>2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.</p> <p>2. Identify where individuals with a substance abuse problem can get help.</p> <p>3. Differentiate among drug use, abuse, and misuse.</p> <p>4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.</p>

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY)
Strands and Cumulative Progress Indicators (CPIs)
K-4

Cumulative Progress Indicators by Grade		
Strand	K-2	3-4
A. Relationships	<p>1. Identify different kinds of families and explain that families may differ for many reasons.</p> <p>2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.</p> <p>3. Explain that families experiencing a change or crisis can get help if they need it.</p> <p>4. Define friendship and explain that friends are important throughout life.</p> <p>5. Identify appropriate ways for children to show affection and caring.</p>	<p>1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.</p> <p>2. Compare the roles, rights, and responsibilities of various family members.</p> <p>3. Discuss ways that families adjust to changes in the nature or structure of the family.</p> <p>4. Discuss how culture and tradition influence personal and family development.</p> <p>5. Discuss factors that support healthy relationships with friends and family.</p> <p>6. Describe the characteristics of a friend.</p> <p>7. Describe appropriate ways to show affection and caring.</p>
B. Sexuality	<p>1. Explain the physical differences and similarities of the</p>	<p>1. Describe the physical, social, and emotional changes occurring at</p>

	genders.	puberty. 2. Discuss why puberty begins and ends at different ages for different people.
C. Pregnancy and Parenting	1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.	1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy. 2. Discuss how the health of the birth mother impacts the development of the fetus.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT)
Strands and Cumulative Progress Indicators (CPIs)
K-4

Cumulative Progress Indicators by Grade		
Strand	K-2	3-4
A. Movement Skills	1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings. 2. Demonstrate smooth transitions between sequential movement skills used in combination. 3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts. 4. Move in personal and general space at different levels, directions, and pathways. 5. Respond in movement to changes in tempo, beat, rhythm, or musical style. 6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination. 7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space. 8. Respond appropriately to verbal and visual cues during physical activity. 9. Correct movement errors in response to feedback. 10. Demonstrate the use of creative movement in response to music, poetry, or stories.	1. Perform movement skills with developmentally appropriate form in both isolated and applied settings. 2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot). 3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills. 4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement. 5. Respond to multiple changes in rhythm, tempo, beat, and musical style. 6. Change the effort or range of a movement skill or combination to improve performance. 7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries. 8. Respond appropriately to visual and verbal cues during physical activity. 9. Correct movement errors in response to feedback and explain how the change improves performance. 10. Apply a learned skill to another movement setting. 11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.

B. Movement Concepts	<ol style="list-style-type: none"> 1. Identify body planes and parts. 2. Explain how changes in direction, pathways and levels can alter movement. 3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement. 4. Distinguish between personal and general space. 5. Explain verbal and visual cues used to improve skill performance. 6. Define and use basic movement vocabulary to describe physical activity. 	<ol style="list-style-type: none"> 1. Discuss the importance of proper body mechanics when performing movement skills. 2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity. 3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps). 4. Discuss ways to refine and increase control when performing movement skills. 5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport). 6. Explain how a movement skill can be used in another movement setting. 7. Give examples of verbal and visual cues used to improve movement skill performance. 8. Define and use skill- and activity-specific vocabulary.
C. Strategy	<ol style="list-style-type: none"> 1. Differentiate between competitive and cooperative strategies. 	<ol style="list-style-type: none"> 1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.
D. Sportsmanship, Rules, and Safety	<ol style="list-style-type: none"> 1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation. 2. Follow basic activity and safety rules and explain why they are important. 3. Explain that practice and being healthy contribute to safe and improved performance. 	<ol style="list-style-type: none"> 1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity. 2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity. 3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.
E. Sport Psychology	<ol style="list-style-type: none"> 1. Explain that mental attitude influences physical performance. 	<ol style="list-style-type: none"> 1. Describe a variety of mental strategies used to prepare for physical activity.

STANDARD 2.6 (FITNESS)
Strands and Cumulative Progress Indicators (CPIs)
K-4

Cumulative Progress Indicators by Grade		
Strand	K-2	3-4
A. Fitness and Physical Activity	<ol style="list-style-type: none"> 1. Identify the components of health-related and skill-related fitness and identify activities that develop each component. 2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy 	<ol style="list-style-type: none"> 1. Discuss the physical, social, and emotional benefits of regular physical activity. 2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component. 3. Describe how body systems respond to vigorous exercise.

	breathing.	<ul style="list-style-type: none"> 4. Discuss factors such as heredity, training, and diet that influence fitness. 5. Describe how technology has improved fitness activities.
B. Training	<ul style="list-style-type: none"> 1. Explain that too much or not enough exercise can be harmful. 2. Explain that participation in regular physical activity contributes to wellness. 	<ul style="list-style-type: none"> 1. Discuss the importance of regular physical activity. 2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity. 3. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.
C. Achieving and Assessing Fitness	<ul style="list-style-type: none"> 1. Engage in moderate to vigorous physical activity that develops all components of fitness. 2. Monitor heart rate and breathing before, during, and after exercise. 3. Develop a fitness goal and monitor achievement of the goal. 	<ul style="list-style-type: none"> 1. Engage in moderate to vigorous physical activity that develops all components of fitness. 2. Maintain continuous aerobic activity for a specified time period. 3. Monitor physiological responses before, during, and after exercise. 4. Develop a health-related fitness goal and use technology to track fitness status. 5. Demonstrate age and gender-specific progress towards improving each component of fitness. 6. Demonstrate safe and appropriate techniques while engaging in fitness activities.

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