

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Explore the five senses
- _____ List the importance of good health practices
- _____ Recognize the importance of feeling good about one's self
- _____ Recognize that we are part of God's family

Physical Fitness & Nutrition

- _____ Recognize that exercise increases your heart rate and keeps you healthy
- _____ Perform stretching, muscle strengthening, & cardio-respiratory exercises
- _____ Participate in daily exercise
- _____ Identify healthy & non-healthy foods
- _____ Discuss good eating habits

Movement Exploration

- _____ Demonstrate ability to maintain personal (self) space
- _____ Identify body parts & show body awareness
- _____ Perform basic non-locomotor skills
- _____ Demonstrate balancing on line or low beam
- _____ Participate in a variety of perceptual motor & kinesthetic activities
- _____ Explore a variety of objects & manipulative skills
- _____ Perform a variety of creative movements
- _____ Participate in action songs & dances
- _____ Demonstrate lateral, uni-lateral, & cross-lateral movements
- _____ Demonstrate side log rolls
- _____ Explore rocking & forward rolls
- _____ Demonstrate spatial and directional concepts while moving
- _____ Uses smooth transitions between sequential motor skills (e.g. running into a jump)
- _____ Uses locomotor skills in rhythmical patterns (even, uneven, fast, and slow)
- _____ Demonstrate ability to maintain personal space
- _____ Demonstrate ability to move safely in general space.
- _____ Uses control in weight-bearing activities on a variety of body parts (jumping & landing)
- _____ Perform basic locomotive skills

Drug Education

- _____ Recognize the people who have a right to give medicine
- _____ Identify and recognize a stranger
- _____ Identify the purpose of medicine
- _____ Demonstrate ways to refuse anything offered by a stranger

Disease Prevention & Control

- _____ Demonstrate knowledge of health practices, brushing teeth, washing hands, covering mouth/nose when sneezing/coughing, and not sharing personal items

Violence Prevention & Conflict Resolution

- _____ Demonstrate knowledge of appropriate vs. inappropriate behaviors
- _____ Tell stories of Jesus, which demonstrate love and respect for others
- _____ Identify simple situations in which love and respect are shown in daily life
- _____ Identify inappropriate touching and recognize the need to tell an appropriate adult

Stress Management & Suicide Prevention

- _____ Demonstrate awareness that the expression of feelings is appropriate
- _____ Demonstrate awareness that making mistakes is acceptable
- _____ Demonstrate the ability to express feelings

Game Related Activities

- _____ Participate in action songs, simple dances, and rhythmic activities
- _____ Participate in low organized group games
- _____ Demonstrate ability to follow rules and participate in partner, small group, & large group activities
- _____ Explore the parachute with class
- _____ Participate in simple tag games
- _____ Use a variety of basic control skills with appropriate objects such as throwing, catching, and kicking

Individual/Dual/Team Sports/Skills

- _____ Experiment with rolling, throwing, bouncing, kicking, & catching by self & with a partner
- _____ Perform simple individual races and relay races

Lifetime Activities

- _____ Identify ways family & friends can exercise together
- _____ Demonstrate knowledge of the people who help keep us safe: crossing guard, police, firemen, etc.

Safety/First Aid

- _____ Demonstrate safe use of school equipment
- _____ Demonstrate safety procedures in a school bus
- _____ Demonstrate safety procedures during emergency evacuation at school and at home
- _____ Recognize signs and demonstrate proper pedestrian and traffic safety rules
- _____ Identify hazards in environment (fireworks, firearms, talking to strangers, & poisons)
- _____ Identify and demonstrate when and where to go for help (911)
- _____ Describe the danger of sharp objects to the body
- _____ Identify safe bicycle riding rules
- _____ Perform “stop, drop, and roll” in response to fire safety
- _____ Practice “stop, look, and listen”
- _____ Identify universal precautions when dealing with body fluids

Environmental Health

- _____ Identify some basic pollutants and ways to eliminate pollutants
- _____ Evaluate the importance of plant life
- _____ Recognize the importance of recycling at school and home
- _____ Explain why we need clean water for drinking
- _____ Identify the ways in which smoking is harmful to health

Community/Consumer Health

- _____ Identify community helpers and their roles
- _____ Recognize that hospitals and public health centers that are “helping places”
- _____ Participate in collection of food for those in need
- _____ Identify people who care for others and aid in preventing illness
- _____ Recognize important safety equipment – life jackets, seat belts and helmets

Growth & Development

- _____ Recognize individual differences (appearance, behavior)
- _____ Recognize cycle of growth and development in a human from infancy to old age

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Participate in positive physical education experiences
- _____ Identify body parts using games/songs, etc.
- _____ Demonstrate responsibility for personal care
- _____ Identify the five senses
- _____ Demonstrate individual responsibility
- _____ Identify family members and their responsibilities
- _____ Recognize effective strategies to cope with change that may occur in families
- _____ Recognize the importance of feeling good about one's self
- _____ Identify good things about one's self
- _____ Recognize the qualities of a good friend
- _____ Recognize body growth and change
- _____ Know that God loves all people, sick and well
- _____ Understand that some touches are positive signs of affection and affirmation
- _____ Recognize that we are part of God's family

Physical Fitness & Nutrition

- _____ Recognize that exercise increases your heart rate and keeps you healthy
- _____ Participate in daily exercise
- _____ Perform stretching, muscle strengthening, & cardio respiratory exercises
- _____ Identify healthy & non-healthy foods
- _____ Discuss good eating habits

Movement Exploration

- _____ Demonstrate ability to maintain personal (self) space
- _____ Demonstrate ability to move safely in general space
- _____ Demonstrate spatial and directional concepts while moving
- _____ Identify body parts & demonstrate body awareness
- _____ Perform basic locomotor skills
- _____ Perform basic non-locomotor skills
- _____ Demonstrate balancing on line or low beam
- _____ Participate in a variety of perceptual motor & kinesthetic activities
- _____ Explore a variety of objects & manipulative skills
- _____ Demonstrate basic rhythmical concepts
- _____ Perform a variety of creative movements
- _____ Participate in action songs & dances
- _____ Demonstrate lateral, uni-lateral, & cross-lateral movements
- _____ Demonstrate side log rolls

- _____ Explore rocking & forward rolls
- _____ Use control in weight-bearing activities on a variety of body parts (jumping and landing combinations of one and two feet, for take-offs, and landings)
- _____ Use smooth transitions between sequential motor skills
- _____ Identify fundamental movement patterns

Drug Education

- _____ Recognize the importance of drugs when appropriate
- _____ Identify good and bad substances
- _____ Identify the people who have a right to give medicine
- _____ Identify and demonstrate ways to recognize a stranger
- _____ Demonstrate ways to refuse anything offered by a stranger

Disease Prevention & Control

- _____ Recognize the meaning of germs, and the signs and symptoms of common illnesses
- _____ Demonstrate desirable health practices
- _____ Identify appropriate dress for all types of weather
- _____ Recognize that some objects and substances can be harmful
- _____ Explain the importance of brushing teeth
- _____ Understanding how it feels to be sick

Violence Prevention & Conflict Resolution

- _____ Use a simple method of dialogue
- _____ Practice sharing in work and play
- _____ Identify feelings of anger and demonstrate ways to handle anger
- _____ Recognize inappropriate touching and recognize the need to tell an appropriate adult
- _____ Recognize emotional stress and the importance of sharing this with an appropriate adult

Stress Management & Suicide Prevention

- _____ Identify feelings and how feelings affect behavior
- _____ Recognize that all people have problems and that it is appropriate to ask for help
- _____ Demonstrate the importance of being quiet at appropriate times
- _____ Recognize that your best effort is more important than winning

Game Related Activities

- _____ Participate in low-organized group games
- _____ Demonstrate start and stop control
- _____ Follow simple instructions in a game
- _____ Follow rules for social interaction, sportsmanship, & listening skills in partner, small, & large group games
- _____ Demonstrate proper sportsmanship
- _____ Demonstrate safety in group games
- _____ Participate in tag games
- _____ Participate in games utilizing the parachute
- _____ Perform simple aerobic routines, singing/action games, and rhythmic games
- _____ Use a variety of basic control skills such as throwing, catching, dribbling, kicking and striking with appropriate objects
- _____ Demonstrate appropriate handling and care for equipment safety

Individual/Dual/Team Sports/Skills

- _____ Perform simple skills with manipulatives alone and with partner
- _____ Participate in relay races
- _____ Demonstrate movement of balancing on a line
- _____ Experiment with rolling, throwing, bouncing, kicking, striking, & catching alone & with partner
- _____ Demonstrate taking turns using a piece of equipment

Lifetime Activities

- _____ Demonstrate taking turns in group activities
- _____ Demonstrate positive attitudes
- _____ Participate in activities and games
- _____ Participate safely in all activities
- _____ Explain routine for exercise, rest, eating, brushing teeth, and washing to take care of one's body
- _____ Discuss loving and caring for all people

Safety/First Aid

- _____ Identify appropriate safety/traffic signs
- _____ Identify the use of playground rules
- _____ Identify the rules for fire safety and the exits used for a fire drill
- _____ Demonstrate play with others in a safe manner
- _____ Identify hazards in environment (fireworks, firearms, poisons, and talking to strangers)

- _____ Recognize bicycle safety
- _____ Recognize rules and procedures for bus safety
- _____ Describe the dangers of sharp objects to the body
- _____ Perform “stop, drop, and roll” in response to fire safety
- _____ Identify what to do in an emergency
- _____ Practice “stop, look and listen”
- _____ Recognize emergencies and respond appropriately - use of telephone for police, fire, medical, and using 911
- _____ Identify basic water and recreation practices
- _____ Identify universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Demonstrate the care of personal, classroom, and school surroundings
- _____ Explain the effect of litter on the environment
- _____ Recognize the benefits of recycling
- _____ Identify different types of pollution and their effect on the environment
- _____ Participate in recycling at school and home
- _____ Explain why we need clean water for drinking
- _____ Identify dangerous situations in the home
- _____ Identify ways smoking is harmful to health

Community/Consumer Health

- _____ Explore different health professions
- _____ Explain the importance of good health
- _____ Recognize that contagious diseases affect others
- _____ Explore different community helpers and their role in our society
- _____ Explore the importance of safety equipment (seat belts, safety helmets, etc.)

Growth and Development

- _____ Identify individual differences (appearance, behavior)
- _____ Identify the cycle of growth and development in humans

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Participate in play and maintain a positive environment
- _____ Demonstrate an awareness of and respect for the rights & feelings of others
- _____ Demonstrate concepts of body awareness
- _____ Identify the proper care of the sense organs
- _____ Demonstrate basic decision-making skills
- _____ Demonstrate responsibility for personal care
- _____ Identify the importance of feeling good about one's self
- _____ Identify good things about one's self
- _____ Identify qualities of a good friend
- _____ Recognize our uniqueness in the sight of God
- _____ Identify the roles of parents in supporting family
- _____ Identify effective strategies to cope with change

Physical Fitness & Nutrition

- _____ Recognize the value & benefits of being active & physically fit
- _____ Participate in age-appropriate flexibility, strengthening, & endurance exercises
- _____ Participate in the President's Physical Fitness test (or other national test)
- _____ Introduce jumping rope as a fitness activity
- _____ Locate pulse at carotid artery
- _____ Recognize the sides of the health triangle: mental, physical, & emotional
- _____ Discriminate between healthy & non-healthy foods
- _____ Recognize the food groups
- _____ Recognize the relationship between nutrition, fitness, & rest
- _____ Identify oxygen and food as fuel to supply the body with energy

Movement Exploration

- _____ Demonstrate ability to maintain personal space and move safely in general space
- _____ Identify body parts & show body awareness
- _____ Demonstrate spatial, directional, & level concepts while moving
- _____ Explore shapes & sizes, colors, & numbers through movement
- _____ Demonstrate basic locomotor, non-locomotor, & perceptual-motor competency
- _____ Participate in kinesthetic awareness activities
- _____ Experiment with a variety of objects & manipulative skills
- _____ Demonstrate primary rhythmical concepts
- _____ Explore creative expression through movement
- _____ Participate in action songs & simple dances
- _____ Perform movements of animals & objects
- _____ Perform side, forward, & shoulder rolls

- _____ Perform a variety of static & dynamic balances on low beam
- _____ Demonstrate movement and change in direction quickly in response to a signal
- _____ Demonstrate taking turns using a piece of equipment
- _____ Demonstrate movement in relationship to objects: over, under, behind, and through

Drug Education

- _____ Identify good and bad substances
- _____ Identify some basic rules & proper handling of medicines
- _____ Identify that drug misuse is harmful
- _____ Identify appropriate person to give medicine
- _____ Demonstrate appropriate actions to take when approached by a stranger

Disease Prevention & Control

- _____ Recognize that a proper health routine keeps you healthy e.g., hand washing, use of a tissue, and dental hygiene
- _____ Recognize and report symptoms of common illnesses
- _____ Identify health helpers and their roles
- _____ Recognize that germs can be transmitted to others
- _____ Recognize and practice good hygiene and maintain a neat appearance

Violence Prevention & Conflict Resolution

- _____ Express feelings in an appropriate manner
- _____ Relate one's position in a disagreement (conflict resolution)
- _____ Demonstrate the ability to listen to the other person in a conflict
- _____ Demonstrate the ability to cooperate and compromise in a group
- _____ Explore conflict situations and appropriate resolution
- _____ Demonstrate responsibility in carrying out simple tasks.

Stress Management & Suicide Prevention

- _____ Recognize that your best effort is more important than winning
- _____ Identify stressful situations and identify healthy outlets
- _____ Demonstrate fair play and respect for others
- _____ Identify feelings and how feelings affect behavior
- _____ Recognize that all people have problems and that it is appropriate to ask for help
- _____ Identify the special talents of others

Game Related Activities

- _____ Participate in primary level games & activities with partner, small, & large groups
- _____ Demonstrate formations needed for various games (line, circle, etc.)
- _____ Respond to directional concepts
- _____ Participate in races & relays
- _____ Participate in games utilizing a parachute
- _____ Participate in obstacle courses
- _____ Demonstrate use of sports equipment to increase the challenge in group games
- _____ Demonstrate safety in all games
- _____ Demonstrate sportsmanship in all games
- _____ Stop activity immediately at a signal

Individual/Dual/Team Sports/Skills

- _____ Use manipulatives to improve skills of throwing, catching, bouncing, kicking, etc.
- _____ Explore non-manipulative skills (fleeing, dodging, chasing, and tagging)
- _____ Explore jumping rope skills
- _____ Participate in individual and dual activities
- _____ Demonstrate movement of balancing on floor and low beam
- _____ Explore race starts & finishes, races & relays, and broad & long jump
- _____ Recognize the influence of culture on games, sports, play, and dance

Lifetime Activities

- _____ Respect the skill level and ability of others
- _____ Demonstrate understanding that exercise is important for a healthy life
- _____ Demonstrate recreational activities
- _____ Identifying and weighing “safe” and “dangerous” choices before acting
- _____ Understand that as part of God’s family, we have a duty to help others who are sick

Safety/First Aid

- _____ Recognize pedestrian, bicycle, and traffic safety
- _____ Identify and practice fire drill procedures at school
- _____ Identify fire hazards in the environment
- _____ Explain safe habits at home/community (traffic, water, recreation)
- _____ Recall safety rules in games and activities

- _____ Relate differences between friend and stranger
- _____ Discuss aspects of personal safety including appropriate touching
- _____ Differentiate between real human capabilities and media heroes/stunts
- _____ Explain the importance of the buddy system
- _____ Identify the dangers of matches, lighters, toxic substances, electrical appliances, sharp instruments, firearms, & medicine
- _____ Identify precautions to be taken in special weather conditions
- _____ Identify how to recognize emergencies and respond appropriately, use of 911
- _____ Identify universal precautions to be taken when dealing with body fluids
- _____ Know how to identify persons who can be trusted

Environmental Health

- _____ Identify sources and effects of pollution
- _____ Identify the importance of recycling
- _____ Recognize the responsibility of taking care of personal, classroom, and school surroundings
- _____ Explain environmental factors that affect health
- _____ Practice recycling at school & home
- _____ Recognize that smoking is bad for health

Community/Consumer Health

- _____ Identify health helpers and their roles
- _____ Identify the hazards and diseases harmful in society
- _____ Identify the agencies available to assist the community
- _____ Identify the emergency number 911

Growth and Development

- _____ Identify individual differences (appearances, behavior)
- _____ Identify the cycle of growth and development in humans

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Create a positive environment for play
- _____ Demonstrate responsibility for personal care hygiene
- _____ Identify the importance of feeling good about one's self
- _____ Identify good things about one's self
- _____ Identify qualities of a good friend
- _____ Recognize our responsibility as children of God
- _____ Demonstrate respect for the rights and feelings of others
- _____ Recognize the accomplishments of others
- _____ Demonstrate behaviors that make a good family member, classmate, friend, and neighbor
- _____ Recognize the role of parents and extended family in supporting a strong family
- _____ Identify effective strategies to cope with change

Physical Fitness & Nutrition

- _____ Recognize the value & benefits of being active & physically fit
- _____ Participate in age-appropriate flexibility, strengthening, & endurance exercises
- _____ Participate in the President's Physical Fitness test (or other national) physical fitness tests
- _____ Practice jump roping skills
- _____ Locate pulse at carotid artery
- _____ Identify the sides of the health triangle: mental, physical, & emotional
- _____ Identify the food groups in the food pyramid
- _____ Identify which foods are healthy & non-healthy
- _____ Recognize the relationship between nutrition, fitness, & rest

Movement Exploration

- _____ Move safely in personal & general space
- _____ Perform a variety of static and dynamic balances on low beam
- _____ Demonstrate locomotor, non-locomotor, and perceptual motor competency in increasing and decreasing speed
- _____ Participate in kinesthetic awareness activities
- _____ Explore object/manipulative versatility by self, with partner, and in small groups
- _____ Demonstrate movement ability with a variety of manipulatives
- _____ Perform locomotor & non-locomotor movements to a rhythmical beat
- _____ Demonstrate the ability to follow simple rhythmical directions
- _____ Explore creative expressions through movement
- _____ Initiate own creative movements/sequences

- _____ Participate in action songs & simple dances
- _____ Imitate movements of animals & objects
- _____ Perform forward & backward rolls
- _____ Explore combining movements, stunts, & creativity

Drug Education

- _____ Identify drugs as substances that affect the mind and/or body functions
- _____ Distinguish between helpful & harmful drugs
- _____ Demonstrate techniques to refuse drugs
- _____ Identify appropriate person to give medicine

Disease Prevention & Control

- _____ Identify and practice good personal health habits
- _____ Identify signs and symptoms of common illnesses
- _____ Recognize the importance of keeping the home, school, and community clean
- _____ Explain the relationship between nutrition and disease
- _____ Know the meaning of “contagious”
- _____ Know about germs and how they spread

Violence Prevention & Conflict Resolution

- _____ Demonstrate an awareness of feelings in one’s self and in others
- _____ Identify certain behaviors, that may signal danger
- _____ Describe ways to settle conflict and to seek assistance if threatened, abused, etc.
- _____ Identify need for communication, cooperation, and compromise to resolve conflict
- _____ Demonstrate the ability to follow rules and act responsibly

Stress Management & Suicide Prevention

- _____ Identify individuals available to help in times of difficulty
- _____ Identify feelings and how they affect behavior
- _____ Demonstrate an awareness that all people have problems and that it is appropriate to ask for help
- _____ Identify stressful situations and healthy outlets to deal with them
- _____ Recognize the importance of quiet time and relaxation exercises

Game Related Activities

- _____ Participate in partner, small, & large group activities/games
- _____ Demonstrate safety skills in all games
- _____ Demonstrate appropriate equipment use in a game situation
- _____ Demonstrate sportsmanship in all games
- _____ Participate in tag games, parachute activities, & obstacle courses

Individual/Dual/Team Sports/Skills

- _____ Perform cooperatively with a partner or in small groups
- _____ Participate in basketball, volleyball, softball, & soccer skills with modified equipment
- _____ Perform simple races, relays, & jumps
- _____ Recognize the influence of culture on games, sports, play, and dance

Lifetime Activities

- _____ Demonstrate responsibility and make acceptable decisions in group activities
- _____ Use equipment properly and safely
- _____ Identify the physical activities, that provide opportunities to enjoy and communicate with others
- _____ Respect the skill level and ability of other students
- _____ Use feedback to improve performance
- _____ Identify and weigh “good”/”bad” as well as “kind”/”selfish” choices before acting

Safety/First Aid

- _____ Identify safety practices for home, school, and community
- _____ Explain how a buddy system improves safety
- _____ Identify emergency procedures
- _____ Demonstrate safety measures in the school environment and at home
- _____ Identify and practice fire drill procedures at home and school
- _____ Identify precautions that should be taken in special conditions
- _____ Identify universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Recognize and explain environmental factors that affect health
- _____ Identify agencies that help to keep the environment healthy
- _____ Demonstrate one's care of environment
- _____ Participate in recycling
- _____ Discuss sources and causes of pollution and their harmful effects

Community/Consumer Health

- _____ Identify community workers who provide service
- _____ Recall the emergency number 911 upon request
- _____ Illustrate one's responsibilities to a community

Growth and Development

- _____ Identify individual differences (appearances, behavior)
- _____ Identify the cycle of growth and development in humans
- _____ Understand life is a gift from God which needs care

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Recognize individual growth patterns and changes associated with puberty
- _____ Recognize functions of certain systems of the human body
- _____ Identify one's talents as gifts from God
- _____ Recognize signs of a good friend
- _____ Develop healthy self-concept
- _____ Recognize that family members are interdependent and influence personal health
- _____ Demonstrate responsibility for personal hygiene
- _____ Uses physical activity as a means of self-expression
- _____ Recognize themselves as good persons who are capable of making good choices
- _____ Describe how health related problems impact the whole family
- _____ Recognize the difference between physical health and mental health
- _____ Recognize behaviors that communicate care, consideration, and respect of self & others

Physical Fitness & Nutrition

- _____ Recognize the value and benefits of being active and physically fit
- _____ Participate in age-appropriate flexibility, strengthening, and endurance exercises and set personal goals
- _____ Participate in President's Physical Fitness test (or other national) physical fitness test
- _____ Perform jumping rope skills
- _____ Demonstrate ability to take one's heart rate
- _____ Relate heart & lung function to fitness
- _____ Experiment with a variety of fitness workouts (ex. aerobics, fun runs, obstacle courses, etc.)
- _____ Incorporate the health triangle into daily life
- _____ Identify & describe the food pyramid
- _____ Plan a well balanced meal and explain how this affects health
- _____ Incorporate nutrition, fitness, and rest into daily life
- _____ Identify and demonstrate proper warm-up and cool down techniques and the reasons for using them
- _____ Recognize how food choices are affected by factors such as culture, religion, etc.
- _____ Identify ways food preparation methods & food handling practices affect safety of food
- _____ Recognize structure and function of human body systems

Movement Exploration

- _____ Move safely in personal and general space
- _____ Demonstrate a variety of solo static and dynamic balances on low beam
- _____ Demonstrate advanced locomotor, non-locomotor, and perceptual motor competency
- _____ Participate in kinesthetic awareness activities
- _____ Explore object/manipulative versatility by self, with partner, and in small groups
- _____ Combine a variety of locomotor and manipulative skills (with objects)
- _____ Follow simple rhythmical directions
- _____ Demonstrate creative expression through movement
- _____ Perform movement sequences, simple and folk dances
- _____ Perform own creative movements/sequences, and backward rolls
- _____ Perform consecutive forward rolls
- _____ Perform an inverted balance
- _____ Recognize how to start and stop movement
- _____ Explore combining movements and creativity

Drug Education

- _____ Recognize how drugs affect health
- _____ Identify common legal and illegal drugs and their harmful effects
- _____ Differentiate between use and misuse of prescription and non-prescription drugs
- _____ Demonstrate strategies to “Just Say No” to drugs
- _____ Identify ways to recognize, avoid, and respond to negative social influences and pressures
- _____ Know characteristics needed to be a responsible friend and family member

Disease Prevention & Control

- _____ Identify sources of air, water, and land pollution and their effects on health
- _____ Recognize the various ways of contracting communicable diseases
- _____ Identify ways to prevent the spread of disease and reduce risk of disability
- _____ Recognize the meaning and types of communicable diseases and the benefits of early detection of disease
- _____ Identify proper dental and body hygiene habits
- _____ Identify common health problems that should be treated early
- _____ Identify ways to maintain a functional level of health
- _____ Recognize that the AIDS virus is not caught through children’s activities

Violence Prevention & Conflict Resolution

- _____ Demonstrate appropriate interpersonal problem solving skills
- _____ Describe the types of behavior that lead to making, keeping, and losing friends
- _____ Design a plan to handle conflict
- _____ Recognize the consequences of choices & decisions and the difference between positive and negative behaviors
- _____ Demonstrate fair treatment of others
- _____ Demonstrate the ability to identify feelings and express them appropriately
- _____ Devise non-violent strategies to resolve conflicts
- _____ Recognize how your behavior affects others

Stress Management & Suicide Prevention

- _____ Identify stressful situations and list possible ways to resolve them
- _____ Participate in teamwork and recognize personal contributions
- _____ Recognize that having “fun” is more important than winning
- _____ Identify feelings and how feelings affect behavior
- _____ Identify ways in which exercise and movement can reduce stress and identify common sources of stress
- _____ Recognize that each person is unique
- _____ Identifies strategies for resisting negative peer pressure

Game Related Activities

- _____ Participate in partner games, & small and large group activities
- _____ Lead small group activities within a game
- _____ Demonstrate sportsmanship in all games
- _____ Demonstrate safety in all games
- _____ Participate in lead-up games
- _____ Participate in tag games, parachute activities, and obstacle courses

Individual/Dual/Team Sports/Skills

- _____ Demonstrate correct techniques for locomotor and non-locomotor activities with manipulatives
- _____ Perform short rope jumping skills
- _____ Use manipulatives by oneself and with a partner
- _____ Demonstrate rolling, dribbling, throwing, bouncing, kicking, catching, & striking skills
- _____ Perform in races, relays, and jumps
- _____ Recognize the influence of culture on games, sports, play and dance

Lifetime Activities

- _____ Identify rules, which are essential to group activities
- _____ Identify and apply the qualities necessary for cooperation during competitive games (taking turns, accepting others, etc.)
- _____ Respect the skill level and ability of other students, apply the skills and habits learned in PE to other activities
- _____ Relate the importance of acquiring hobbies and using leisure activities, which contribute to the development of sound mind and body
- _____ Demonstrate the ability to work independently on a task
- _____ Recognizes how attentive listening skills can be used to build and maintain healthy relationships
- _____ Explain how mood changes and feelings affect thoughts and behavior
- _____ Practice saying “no” to dangerous or risky behaviors

Safety/First Aid

- _____ Identify rules and safety precautions for leisure-time activities
- _____ Identify rules and precautions of water safety
- _____ Learn ways to recognize and respond to potential dangers of familiar persons and/or strangers
- _____ Demonstrate the correct procedure in reporting an emergency
- _____ Demonstrate procedures for reporting and responding to emergency situations
- _____ Identify safety practices for pedestrians, bicycles, and traffic
- _____ Identify universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Identify dangers in the immediate environment
- _____ Identify agencies that help to keep the environment healthy
- _____ Explain care of the environment
- _____ Explore land, water, air pollution and water treatment that makes it safe for consumption
- _____ Explain how water treatments make water safe for consumption
- _____ Participate in recycling
- _____ Relate how hazardous materials can be detrimental to our health
- _____ Define natural resources
- _____ Recognize how personal health can be influenced by society

Community/Consumer Health

- _____ Learn skills and attitudes that are useful for coping with being home alone
- _____ Explain one's responsibilities to a community
- _____ Identify the problems our local community has today
- _____ Relate how advertisements and TV try to influence our decisions about our health
- _____ Identify general characteristics of valid health information and health products

Growth and Development

- _____ Identify individual differences (appearances, behavior)
- _____ Identify the cycle of growth and development in humans
- _____ Understand that life is a gift from God which needs care

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Identify the positive & negative influences of peers
- _____ Demonstrate the ability to set personal goals
- _____ Recognize how a balance of daily activities contributes to good mental health
- _____ Identify socially acceptable habits and attitudes toward success and failure
- _____ Identify the physical, emotional and mental changes that occur during puberty
- _____ Explain how extended family members contribute to the immediate family and influence personal health
- _____ Identify one's talents as gifts from God.
- _____ Recognize the positive and negative influence of the media on personal health choices
- _____ Recognize responsibility for personal hygiene
- _____ Describe how health related problems impact the whole family
- _____ Explain how mood changes and strong feelings affect thoughts and behavior
- _____ Recognize behaviors that communicate care, consideration, and respect
- _____ Recognize the difference between mental and physical health
- _____ Identify unselfish and responsible love

Physical Fitness & Nutrition

- _____ Recognize the value and benefits of being active and physically fit
- _____ Participate in age-appropriate flexibility, strengthening, and endurance exercises and set personal goals
- _____ Participate in the President's Physical Fitness test (or other national) physical fitness test
- _____ Differentiate between resting and exercise heart rate
- _____ Utilize a variety of fitness workouts (ex. aerobics, fun runs, obstacle courses, etc.)
- _____ Identify major body organs
- _____ Plan and evaluate a balanced diet and explain how this affects health
- _____ Explore how mind, body, and spirit work together
- _____ Compare & contrast personal diet & balanced diet
- _____ Recognize the relationship between nutrition, fitness and rest
- _____ Recognize how food choices are affected by factors such as culture, religion, etc.
- _____ Identify ways food preparation methods and food handling practices affect the safety of food
- _____ Identify and demonstrate proper warm-up and cool-down techniques and reasons for using them

Movement Exploration

- _____ Demonstrate the ability to combine locomotor and manipulative skills in personal and general space
- _____ Demonstrate spacial & directional competency
- _____ Demonstrate perceptual motor competency
- _____ Explore the concepts of time, force & space through rhythmic activities & dance
- _____ Respond to rhythmical phrases & directions
- _____ Explore movement patterns & sequences with and without props
- _____ Experiment with aerobic, traditional folk & square dances
- _____ Execute roll combinations
- _____ Experiment with a variety of bends
- _____ Experiment with a variety of turns & skills on the low beam
- _____ Demonstrate a variety of static & dynamic balances

Drug Education

- _____ Differentiate between use and misuse of prescription and non-prescription drugs
- _____ Define the dangers of using alcohol, tobacco and other drugs
- _____ Distinguish between positive and negative peer pressure
- _____ Recognize strategies to avoid negative peer pressure
- _____ Demonstrate refusal skills
- _____ Recognize characteristics of a responsible friend
- _____ Recognize the affects of drug use on society
- _____ Recognize and avoid the risks in using un-sterile needles
- _____ Recognize God's gift of the body can be abused by drugs

Disease Prevention & Control

- _____ Identify ways in which diseases are transmitted and the benefits of early detection
- _____ Identify the body's defenses against communicable diseases
- _____ Recognize symptoms of illness that may indicate a more serious disease
- _____ Identifies ways to prevent or reduce risk of disease & disability
- _____ Identify practices that minimize the affects of the sun
- _____ Identify diseases that can be prevented
- _____ Know three ways children can get the AIDS virus

Violence Prevention & Conflict Resolution

- _____ Demonstrate appropriate responses to conflict situations
- _____ Dialogue with other students to share ways of solving problems
- _____ Design a personal plan for solving conflict
- _____ Identify consequences in making decisions and the difference between positive and negative behaviors
- _____ Identify ways of finding assistance to maintain one's health
- _____ Devise nonviolent strategies to resolve conflicts
- _____ Demonstrate the ability to act responsibly
- _____ Differentiate between good and bad touch

Stress Management & Suicide Prevention

- _____ Identify socially acceptable habits and mentally healthy attitudes toward success and disappointments
- _____ Identify signs of stress
- _____ Identify causes of stress for children
- _____ Identify some strategies for dealing with stress and list coping strategies for dealing with rejection, frustration, disappointment and failure
- _____ Explain the importance of exercise as a means of reducing stress and staying healthy
- _____ Identify way to resist negative peer pressure
- _____ List ways to recognize and avoid threatening situations

Game Related Activities

- _____ Participate in lead-up games
- _____ Participate in more complex games with emphasis on teamwork, fair play, and fun
- _____ Lead small group activities within a game
- _____ Recognize the strategies for the games played
- _____ Demonstrate sportsmanship in all games
- _____ Demonstrate safety in all games
- _____ Develop the stamina to participate in a full game
- _____ Participate in advanced tag games, parachute activities, obstacle courses , and novelty games

Individual/Dual/Team Sports/Skills

- _____ Demonstrate improved competence in using correct techniques in activities, emphasizing speed and directional changes
- _____ Use equipment alone and with a partner
- _____ Demonstrate beginning skills in modified volleyball, hockey, basketball, softball & soccer
- _____ Demonstrate competence in rolling, dribbling, throwing, bouncing, kicking, catching & striking skills
- _____ Demonstrate sportsmanship in competition
- _____ Recognize the influence of culture on games, sports, play, and dance

Lifetime Activities

- _____ Identify ways families can exercise together
- _____ Demonstrate the need for game rules and the importance of critical thinking skills for successful group activities
- _____ Identify lifetime physical activities
- _____ Independently modify behavior to a situation
- _____ Recognize that appropriate practice improves performance
- _____ Recognize attentive listening skills to build healthy relationships

Safety/First Aid

- _____ Identify first aid procedures for emergencies: bleeding, poisoning, choking, burns, and absence of breathing (mouth to mouth resuscitation and not CPR)
- _____ Describe bicycle, motor bike and pedestrian safety rules, emphasizing the proper use of hand signals and using the correct side of the road
- _____ Demonstrate knowledge of food safety practices to ensure safe consumption
- _____ Discuss playground safety
- _____ Discuss procedures for sun safety
- _____ Demonstrate appropriate procedures for emergencies including fire
- _____ Describe water safety skills
- _____ Recognize and put into practice universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Recognize and explain how the air, water, and land have been affected by the people of the earth and how this affects the health of all living things
- _____ Explore strategies for preventing pollution at home, school and in the community
- _____ Explain the importance of recycling and reusing resources
- _____ Identify natural resources and how to use them wisely
- _____ Identify ways that culture & science affect personal health

Community/Consumer Health

- _____ Explore the messages of the media
- _____ Discuss consumer and community health issues
- _____ Identify the American Red Cross, American Heart Association, and American Cancer Society as educators for health, public health clinics & abuse treatment centers
- _____ Participate in product label study comparing labels, examining calories, fats, contents
- _____ Identify local community emergency action centers/institutions & health promoting products

Growth and Development

- _____ Identify individual differences (appearances, behavior)
- _____ Identify the cycle of growth and development in humans
- _____ Understand that life is a gift from God which needs care

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Demonstrate God-given gifts for the service of others
- _____ Demonstrate socially acceptable habits and attitudes toward success and failure
- _____ Explain the emotional and physical changes associated with the onset of puberty and how it affects behavior
- _____ Incorporate Christian values in the decision making process
- _____ Demonstrate sensitivity to the needs of others, i.e., handicapped, elderly, poor
- _____ Recognize how exercise helps to improve physical and mental health
- _____ Compare and contrast the relationship between mental and physical health
- _____ Demonstrate ability to set personal goals and recognize that making health-related decisions at times require assistance
- _____ Demonstrate responsibility for personal hygiene
- _____ Recognize how family influences personal health (physical, psychological, and social)
- _____ Describe characteristics needed to be a responsible family member and friend
- _____ Describe how health related problems impact the whole family
- _____ Recognize the influence of rest, food choices, exercise, sleep, and recreation

Physical Fitness & Nutrition

- _____ Recognize the value and benefits of being active and physically fit
- _____ Participate in age-appropriate flexibility, strengthening, and endurance activities
- _____ Participate in the President's Physical Fitness test (or other national) physical fitness test
- _____ Participate in physical fitness workouts and set personal goals toward their achievement
- _____ Identify major body systems, structures, and functions
- _____ Explain the importance of mind, body, and spirit for a healthy and productive life
- _____ Explain behaviors that are safe, risky, or harmful to one's self and others
- _____ Recognize the six basic nutrients
- _____ Incorporate how to balance the components of food groups and healthy eating practices
- _____ Recognize individual growth patterns
- _____ Recognize the relationship between nutrition, fitness, and rest
- _____ Explain factors that influence food choices (e.g. peers, culture, religion, money)
- _____ Identify the components of the muscular and skeletal system as they relate to fitness and nutrition
- _____ Explain how food preparation methods and food handling practices affect the safety of food
- _____ Identify, explain, and demonstrate warm up, conditioning, and cool down techniques

Movement Exploration

- _____ Demonstrate the ability to combine locomotor and manipulative skills in personal and general space
- _____ Demonstrate spatial and directional competency
- _____ Demonstrate perceptual motor competency
- _____ Create movement patterns combining elements of time, force, and space
- _____ Perform movement patterns and sequences with props
- _____ Perform movement patterns to accented and unaccented (even and uneven) beats
- _____ Demonstrate a variety of traditional dance steps
- _____ Participate in aerobic, traditional, American folk, and square dances
- _____ Explore expressive/creative movements through music and movement
- _____ Perform roll combinations (inverted balance)
- _____ Manipulate appropriate objects with accuracy and speed
- _____ Perform a variety of bends
- _____ Demonstrate a “Mount” on the low beam and perform a variety of turns and skills

Drug Education

- _____ Participate in D.A.R.E. or a similar program
- _____ Explain the effects of tobacco, alcohol, inhalants, steroids, and other drugs on the systems of the body and understands influences that promote its use (peer pressure, advertising, rest, availability)
- _____ Assess the legal impact of possessing and/or using tobacco, alcohol, and other drugs
- _____ Demonstrate strategies for not using tobacco, alcohol, and other drugs
- _____ Identify ways to avoid and respond to negative influences and pressure
- _____ Recognize the characteristics of a good friend
- _____ Recognize the cost of drug use to society
- _____ Recognize high risk substance abuse situations that pose an immediate threat to one’s self and family
- _____ Differentiate between the use and misuse of prescription and nonprescription drugs

Disease Prevention & Control

- _____ Recognize basic world health organizations
- _____ Recognize one’s responsibility for the prevention and control of disease
- _____ Identify the cause and symptoms of certain communicable diseases, e.g., TB, measles, chicken pox, flu, AIDS

- _____ Identify causes and symptoms of certain non-communicable diseases (diabetes, epilepsy, etc.)
- _____ Describe the effects of smoking on the body
- _____ Identify the benefit of early detection and treatment of disease
- _____ Identify ways to maintain a functional level of health in the presence of disease or disability
- _____ Explain the body's immune system and its destruction by the AIDS virus

Violence Prevention & Conflict Resolution

- _____ Design and evaluate a plan for solving conflict
- _____ Identify possible solutions to a problem, weigh alternatives and foresee short and long term consequences
- _____ Explain differences between positive and negative behaviors used in conflict situations
- _____ Demonstrate peer mediation to resolve problems in group situations
- _____ Explain and apply non violent strategies to resolve conflict
- _____ Identify professionals involved in violence prevention

Stress Management & Suicide Prevention

- _____ Identify causes of stress for children and ways to deal with it
- _____ Participate in teamwork and recognize personal contribution to the team
- _____ Identify the difference between good and bad stress and how each affects us
- _____ Design set of strategies for dealing with stress and coping with rejection, frustration, disappointment, and failure
- _____ Demonstrate a healthy acceptance of your body
- _____ Explain and demonstrate strategies for resisting negative peer pressure
- _____ Utilize physical exercise to dispel stress

Game Related Activities

- _____ Participate in lead-up games
- _____ Participate in more complex games with emphasis on teamwork, fair play, and fun
- _____ Lead small group activities within a game
- _____ Explain terminology, related directions, and strategies for game activities
- _____ Demonstrate sportsmanship in all games
- _____ Demonstrate safety in all games
- _____ Participate in advanced tag games, parachute activities, obstacle courses , and novelty games

Individual/Dual/Team Sports/Skills

- _____ Demonstrate competence in using correct techniques in small group, partner, and team activities
- _____ Perform skills in badminton, hockey, basketball, softball, volleyball, and soccer
- _____ Experiment with basic offensive and defensive strategies for sports
- _____ Participate in races, relays, jumping, and track related activities
- _____ Apply principles of practice and conditioning that improve performance
- _____ Participate as an active member of a duo, small group, and team
- _____ Recognize the validity of games and activities reflecting one's own and others' heritage

Lifetime Activities

- _____ Identify rules and their importance in successful group activities
- _____ Categorize immediate and long-term health benefits of making good lifestyle changes
- _____ Identify unsafe activities and modify the behavior or environment to correct conditions
- _____ Investigate activities as sources of entertainment throughout an individual's life
- _____ Identify the interrelationship between history and culture with sports and dance
- _____ Demonstrate how attentive listening skills can be used to build and maintain healthy relationships
- _____ Identify compassion toward persons with illnesses

Safety/First Aid

- _____ Demonstrate first aid procedures for choking and minor injuries
- _____ Recognize that triggering false alarms and committing arson are violations of the law
- _____ Identify appropriate emergency numbers
- _____ Demonstrate an understanding of appropriate traffic regulations
- _____ Apply the rules of safety in all activities
- _____ Identify procedures for CPR
- _____ Identify hazards found in the home and procedures for response
- _____ Explain the importance of knowing and following bicycle, traffic, and pedestrian safety rules in home, school, and community
- _____ Identify universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Recognize the value of a recycling program
- _____ Explain global dangers of the environment and effects on human life
- _____ Identify toxic substances and describe their effect on the environment
- _____ Explore strategies for preventing pollution at home, school, and in the community and how it affects personal health
- _____ Identify how personal health can be influenced by society and science

Community/Consumer Health

- _____ Identify community health resources available to students and their families
- _____ Illustrate one's responsibility to a community
- _____ Explore the messages of the media
- _____ Investigate and discuss food labels, proper use of over the counter, and prescription medicine
- _____ Illustrate proper health practices and wellness
- _____ Identify how common health problems should be detected and treated early
- _____ Explore functions of community emergency action centers/institutions

Growth & Development

- _____ Identify individual differences (appearances, behavior)
- _____ Identify the cycle of growth and development in humans
- _____ Understand that life is a gift from God which needs care

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Describe the characteristics of a good self-image
- _____ Demonstrate the development of self-expression and reasonable self-confidence through exposure to cooperative behavior
- _____ Demonstrate socially acceptable habits and attitudes toward success and failure
- _____ Use God given gifts for the service of others
- _____ Use Christian values in the decision making process
- _____ Demonstrate ability to set personal goals
- _____ Demonstrate how exercise helps to improve physical and mental health
- _____ Explain the mental, emotional, and physical changes of puberty and the development of adolescent independence
- _____ Recognize that peer relationships affect health

Physical Fitness & Nutrition

- _____ Recognize the value and benefits of being active and physically fit
- _____ Participate in age-appropriate flexibility, strengthening, endurance activities, and set personal goals
- _____ Participate in President's Physical Fitness test (or other national) physical fitness test
- _____ Create a personal fitness and nutrition plan for a healthy lifestyle
- _____ Discuss motor and physiological fitness components, such as, agility, power, speed, etc.
- _____ Relate the major organs and systems to physical fitness and nutrition
- _____ Identify the six classes of nutrients and fiber
- _____ Discuss cultural differences as relating to nutrition
- _____ Recognize the existence of eating disorders that affect health adversely
- _____ Identify the function of food additives and preservatives
- _____ Analyze food advertising facts and fallacies
- _____ Recognize the relationship between nutrition, fitness, and rest
- _____ Identify, explain and demonstrate proper warm up and cool down techniques

Movement Exploration

- _____ Demonstrate the ability to combine locomotor and manipulative skills in self and general space
- _____ Demonstrate spatial and directional competency
- _____ Demonstrate perceptual motor competency
- _____ Explore movement in relation to game skills in sports
- _____ Create and perform short movement compositions
- _____ Perform rhythmic activities with props

- _____ Perform a variety of basic dance movements (leaps, etc.)
- _____ Participate in aerobic, international folk, and square dances
- _____ Demonstrate expressive/creative self through music, movement (ex. pantomime), and dance
- _____ Perform forward & backward roll variations (ex. pike, etc.)
- _____ Perform a variety of inverted balance skills (ex. tripod, headstand, handstand, etc.)
- _____ Perform a variety of low beam skills
- _____ Recognizes and corrects movement errors and provides feedback to others

Drug Education

- _____ Apply techniques to resist peer pressure to use drugs
- _____ Analyze reasons why people use tobacco, alcohol, and other drugs
- _____ Demonstrate an understanding of laws and school rules prohibiting the use and distribution of drugs
- _____ Recognize characteristics of a responsible friend
- _____ Recognize the cost of drug use to society
- _____ Recognize factors involved in the development of a drug dependency and the early observed symptoms

Disease Prevention & Control

- _____ Identify diseases that can be controlled or prevented
- _____ Recognize various health agencies and organizations and their roles in preventing and controlling disease
- _____ Name and recognize the causes and spread of communicable diseases
- _____ Recognize chronic and degenerative disease processes and the differences
- _____ Display good grooming practices and personal hygiene
- _____ Explain the importance of seeking professional intervention
- _____ Explain the role of moral responsibility in disease prevention

Violence Prevention & Conflict Resolution

- _____ Demonstrate peer mediation to resolve problems in group situations
- _____ Demonstrate ability to act responsibly
- _____ Identify violence as an unacceptable method of problem solving
- _____ Demonstrate the ability to see things from other's point of view
- _____ Demonstrate communication skills in resolving conflicts

Stress Management & Suicide Prevention

- _____ Identify stressful situations and practice stress-management techniques
- _____ Identify alternatives to stressful situations
- _____ Implement a set of personal exercise goals for relaxation and the reduction of stress
- _____ Demonstrate the importance of a positive self-image and a positive attitude
- _____ Identify how peer pressure affects decision making
- _____ Recognize techniques for seeking help and support through appropriate resources

Game Related Activities

- _____ Participate in higher level lead-up games
- _____ Play games with emphasis on teamwork, fair play, and fun
- _____ Know terminology, related directions and strategies for game activities
- _____ Demonstrate sportsmanship in all games
- _____ Demonstrate safety in all games
- _____ Participate in new games

Individual/Dual/Team Sports/Skills

- _____ Demonstrate competence in using correct techniques in small group and team activities
- _____ Participate in badminton, hockey, basketball, softball, volleyball, soccer, football skills, and games
- _____ Demonstrate basic offensive and defensive sport strategies
- _____ Demonstrate basic rules of team sports
- _____ Participate as an active member of a duo, small group, and team
- _____ Demonstrate ability as team leader/captain
- _____ Experiment with hurdles and other track and field events/activities
- _____ Describe PE in the ancient world

Lifetime Activities

- _____ Demonstrate use of recreational sports/hobbies and leisure activities to contribute to the development of sound mind and body
- _____ Apply rule applications to game situations
- _____ Use critical thinking skills when playing games
- _____ Identify unsafe activities and modify the behavior or environment to correct conditions
- _____ Identify opportunities close to home for participation in different kinds of activities

- _____ Use resources to improve performance
- _____ Recognize the role of games, sports, and dance in getting to know and understand others with individual differences and likenesses

Safety/First Aid

- _____ Demonstrate safety practices in the home, school and community
- _____ Evaluate the importance of preparing for natural disasters
- _____ Describe the correct use of emergency phone numbers
- _____ Demonstrate procedures for CPR
- _____ Identify importance of personal safety in any environment
- _____ Demonstrate first aid for choking and minor injuries
- _____ Identify first aid for conditions caused by excessive heat or cold
- _____ Identify and apply universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Recognize and explain cultural beliefs, socio economic, and environmental factors that affect health
- _____ Identify the benefits of recycling
- _____ Describe the concerns for endangered species and the ways they relate to the ecosystem
- _____ Describe responsible use of natural resources
- _____ Differentiate between renewable and nonrenewable resources
- _____ Investigate the uses of fossil fuels
- _____ Investigate new alternatives for water treatment
- _____ Investigate harvesting in the seas and oceans
- _____ Assess the results of earthquakes and volcanic activities to the environment
- _____ Identify local, state, federal, and international efforts to contain an environmental crisis

Community/Consumer Health

- _____ Identify various health care professionals and facilities that provide service in the immediate area
- _____ Explain ways to influence consumer health service system
- _____ Explore the messages of the media
- _____ Describe the inter-relationships of people
- _____ Demonstrate respect for all life

- _____ Evaluate nutritional information for good health
- _____ Illustrate the role of self and others in the EMS-Emergency Medical System
- _____ Identify costs and validity of common health products, services, and information
- _____ Recognize situations that require professional health services

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Use God-given gifts for the service of others
- _____ Identify and demonstrate self-care habits that are conducive to good mental health
- _____ Identify the basic emotional needs of human beings and demonstrate awareness of how these needs may be met
- _____ Demonstrate socially acceptable habits and attitudes toward success and failure
- _____ Design a plan for personal growth and development
- _____ Explain the mental, emotional, and physical changes of puberty
- _____ Participate in exercises that improve mental and physical health

Physical Fitness & Nutrition

- _____ Participate in age-appropriate flexibility, strengthening, and endurance activities and set personal goals
- _____ Participate in President's (or other national) physical fitness test
- _____ Create a personal fitness and nutrition plan
- _____ Differentiate between resting, target, and maximum heart rates
- _____ Utilize a variety of fitness workouts
- _____ Analyze the components of physical fitness
- _____ Identify fuel/nutritional needs of cells, tissues, organs, and systems
- _____ Analyze the six basic nutrients and their nutritional value
- _____ Identify the names, symptoms, and causes of common eating disorders
- _____ Identify community resources on nutrition
- _____ Identify diet guidelines and dietary needs at different times in life
- _____ Recognize the relationship between fitness, nutrition, and rest
- _____ Recognize the components of the muscular & skeletal system as they relate to fitness and nutrition
- _____ Identify, explain and demonstrate proper warm up, conditioning, and cool down techniques

Movement Exploration

- _____ Demonstrate combined locomotor and manipulative skill proficiency
- _____ Demonstrate perceptual-motor, spatial, and directional proficiency
- _____ Identify relationships between rhythm, movement patterns, and sport skills
- _____ Experiment with designing own dance
- _____ Utilize props and floor patterns in rhythmical composition
- _____ Participate in recreational, modern, and aerobic dances with a partner and with a group, or by oneself

- _____ Demonstrate creative expression through music, movement, and dance
- _____ Evaluate movement performances
- _____ Participate in a variety of agility, advanced jumping rope, & novelty activities (ex. juggling)
- _____ Perform basic roll and inverted balance

Drug Education

- _____ Recognize factors involved in the development of a drug dependency and the early observed symptoms
- _____ Analyze media messages with regard to alcohol and other drugs
- _____ Distinguish among the classifications of drugs
- _____ Analyze reasons why people use tobacco, alcohol, and other drugs
- _____ Analyze how drugs affect the economy
- _____ Explain alternatives to the use of tobacco, alcohol, and other drugs
- _____ Explain consequences of drug use
- _____ Role-play responses to peer pressure

Disease Prevention & Control

- _____ Explain how taking precautions can protect one from infection and diseases
- _____ Explain the necessity of annual physicals
- _____ Recognize possible causes, symptoms, treatment, prevention, and transmission of certain infectious/non-infectious diseases
- _____ Recognize chronic and degenerative disease processes and the differences
- _____ Explain the danger/risk associated with alcohol and tobacco
- _____ Display good grooming practices and personal hygiene

Violence Prevention & Conflict Resolution

- _____ Demonstrate problem-solving skills in preventing violence and conflict resolutions
- _____ Design strategies for problem solving
- _____ Design and evaluate one's plan for solving conflict
- _____ Demonstrate an awareness of the types of violence in today's society and recognize available resources for assistance
- _____ Demonstrate an awareness of conflict resolution as a continuous process of maturation

Stress Management & Suicide Prevention

- _____ Recognize symptoms of depression and suicidal tendencies
- _____ Identify professionals available to help in times of crises
- _____ Recognize techniques for seeking help and support through appropriate resources
- _____ Explore methods of stress relief (meditation, prayer, music, yoga type exercise, and aerobic exercises)
- _____ Identify the emotional needs associated with adolescents and healthy ways to meet these needs

Game Related Activities

- _____ Lead small group activities/games
- _____ Identify terminology, directions, rules, and strategies for lead-up games and team sports
- _____ Demonstrate safety in all games
- _____ Demonstrate sportsmanship in all games
- _____ Identify positions and areas of responsibility in games
- _____ Demonstrate emotional control and cooperative behavior in all activities
- _____ Participate in new games

Individual/Dual/Team Sports/Skills

- _____ Apply correct rules and techniques when playing basic sports
- _____ Experiment with offensive and defensive sport strategies
- _____ Demonstrate passing, catching, and kicking a football
- _____ Demonstrate passing, trapping, shooting, and throwing of a soccer ball
- _____ Demonstrate bumping, setting, and serving a volleyball
- _____ Demonstrate passing, fielding, and dribbling a hockey puck/ball
- _____ Participate in individual, dual, and team sports
- _____ Demonstrate standing broad jump, long jump, and high jump
- _____ Demonstrate varied facets of track and field
- _____ Demonstrate throwing, catching, fielding, and striking softball
- _____ Demonstrate passing, catching, shooting, dribbling, and rebounding a basketball
- _____ Demonstrate sportsmanship in competition
- _____ Demonstrate ability as group leader/captain

Lifetime Activities

- _____ Respect each individual's ability and limitations when playing a game
- _____ Use skills, safety, teamwork, sportsmanship, etc. in a competitive atmosphere
- _____ Identify opportunities close to home for participation in different kinds of activities
- _____ Use resources to improve performance
- _____ Identify need for lifetime activity plan

Safety/First Aid

- _____ Explain the importance of personal grooming in keeping safe
- _____ Demonstrate the ability to follow emergency procedures
- _____ Describe sudden illnesses and demonstrate appropriate first aid
- _____ Identify types of wounds and demonstrate proper first aid for treatment.
- _____ Describe injuries to bones, muscles, and joints and demonstrate care for them
- _____ Identify first aid for the ill effects of heat and cold
- _____ Participate in fire and tornado drills
- _____ Explain how improper first aid can cause additional injury
- _____ Explain importance of safe evacuation routes at home and school
- _____ Demonstrate appropriate CPR technique
- _____ Identify safety practices with bicycles, traffic, storm, water, eyewear, firearms, and athletics
- _____ Identify and apply universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Recognize and explain cultural beliefs, socio economic, and environmental factors that affect health
- _____ Analyze the effects of environmental factors on individual and community health
- _____ Recognize the value of recycling
- _____ Identify pollutants
- _____ Explain one's position as steward of the Earth
- _____ Develop strategies for the prevention of pollution
- _____ Identify environmental agencies
- _____ Investigate new alternatives for water treatment
- _____ Differentiate between renewable and non-renewable resources.
- _____ Identify local, state, federal and international efforts to contain an environmental crisis

Community/Consumer Health

- _____ Identify various health care professionals and facilities that provide service in the immediate area
- _____ Explain ways to influence consumer health service system
- _____ Develop criteria for making informed consumer decisions regarding health products and care
- _____ Explore the messages of the media.
- _____ Explain the importance of helping others in the community
- _____ Demonstrate how community health involves individual responsibility and group cooperation
- _____ Identify and research federal, state, and community public health resources and how to locate and utilize them
- _____ Investigate public health careers
- _____ Illustrate the role of self and others in the EMS chain
- _____ Analyze "rights of consumers"
- _____ Compare and contrast product label
- _____ Design a plan for handling consumer problems
- _____ Identify signs of personal and family problems.
- _____ Demonstrate awareness of community mental health resources
- _____ Discuss consumer complaint strategies
- _____ Identify community health consumer organizations and the advocacy services they provide
- _____ Identify situations that require professional health services

Personal & Mental Wellness (Self-Concept & Self-Esteem)

- _____ Use God given gifts for the service of others
- _____ Apply personal talents to the required community service projects
- _____ Demonstrate ability to function in a group
- _____ Demonstrate emotional control
- _____ Identify the essence of personal wellness
- _____ Design and demonstrate a plan for personal growth and development
- _____ Compare and contrast the habits of life that produce healthy vs. unhealthy
- _____ Explain the meaning of good emotional health
- _____ Recognize the effect of good hormonal balance in one's life
- _____ Define the various gifts that are God given and how the gifts are used
- _____ Demonstrate knowledge of Scripture and Church teaching on chastity, sexual intercourse, and homosexuality

Physical Fitness & Nutrition

- _____ Create a personal fitness & nutritional plan
- _____ Utilize a variety of fitness workouts
- _____ Monitor personal diet & weight
- _____ Personalize the relationship between fitness, nutrition, & rest
- _____ Analyze destructive behavior related to eating disorders

Drug Education

- _____ Explain the classification of drugs
- _____ Demonstrate an understanding of federal laws & school rules prohibiting the use and distribution of drugs
- _____ Describe how substance abusers and their families can receive help
- _____ Identify that protecting the body from dangerous substances is a moral obligation
- _____ Explain the effects of drugs on the body

Disease Prevention & Control

- _____ Explain the importance of vaccines, toxoids, serums, and drugs in developing immunity in certain diseases
- _____ Recognize the personal challenge of Christians in responding to AIDS
- _____ Explain the value of moral responsibility in disease prevention
- _____ Know how the Catholic community is responding to the HIV/AIDS crisis about the immune system in some detail
- _____ Explain in detail the four ways in which persons can be infected with HIV

- _____ Critique the accuracy of information about HIV/AIDS
- _____ Develop critical thinking skills relating to HIV/AIDS-related issues
- _____ Discuss the effects of HIV and its potential stages of infection
- _____ Research how persons infected with HIV that have no symptoms
- _____ Understand that treatments – not cures – exist for HIV/AIDS
- _____ Explain the prevention and the spread of HIV/AIDS

Violence Prevention & Conflict Resolution

- _____ Apply principles of conflict resolution to classroom and life situation
- _____ Identify types of violence encountered by high school students at school, home, and in community

Stress Management/Conflict Resolution Strategies & Suicide Prevention

- _____ Identify factors, which lead to stress in the life of a high school student
- _____ Identify behaviors evident in peers, which may indicate suicidal tendencies
- _____ Evaluate strategies to manage stress

Lifetime Activities

- _____ Demonstrate and participate in activities that have carry over in later life - walking, weight training, running, softball, golf, bowling, swimming
- _____ Analyze how interpersonal communications affects relationships
- _____ Demonstrate healthy ways to express needs, wants and feelings
- _____ Analyze health concerns that require collaborative decision making
- _____ Implement a plan for attaining personal health goals
- _____ Evaluate progress toward achieving personal health goals
- _____ Develop positive attitude and values toward responding personally and communally to the HIV/AIDS crisis
- _____ Explain the morality and risk involved with oral and anal sex
- _____ Assess actions in terms of moral responsibility
- _____ Explain fidelity in marriage
- _____ Examine Church documents related to HIV/AIDS
- _____ Recognize Christian responses to the HIV/AIDS crisis
- _____ Develop positive attitudes and values of sensitivity to the human issues related to HIV/AIDS
- _____ Recognize the importance of supporting HIV/AIDS-related research
- _____ Replace myths about HIV/AIDS with facts
- _____ Apply refusal skills to situations
- _____ Identify Christian concerns for the ill regardless of the cause of illness
- _____ Investigate ways of ministering to persons in need in their own community

Safety/First Aid

- _____ Explain the need to secure the services of a physician at the first sign of illness
- _____ Recognize and demonstrate the need to develop skills for controlling bleeding and protecting a wound from contamination
- _____ Develop good safety habits in daily living
- _____ Identify injuries to bones, joints, and muscles
- _____ Demonstrate use of bandages & dressings
- _____ Identify high-risk behaviors and situations and list precautions and lifestyle changes to prevent disease transmission
- _____ Identify signs of various illnesses & explain how to care for each
- _____ Identify universal precautions to be taken when dealing with body fluids

Environmental Health

- _____ Differentiate among forms of pollution, their inception, harmful effects, and each person's responsibility for controlling them
- _____ Analyze the importance of controlling pollution of the environment
- _____ Research various toxic wastes and the proper methods of disposal and effects to the environment
- _____ Analyze how cultural diversity enriches and challenges health behaviors

Community/Consumer Health

- _____ Explain how unethical practices are used to advertise health products
- _____ Evaluate information given on food labels
- _____ Investigate the many voluntary and professional agencies that are available to serve consumers
- _____ Design a plan that would involve professional health services in the prevention & cure of community health problems
- _____ Apply OSHA guidelines for safety & disease prevention
- _____ Explain how the economics of health care affects the community
- _____ Explain the medical cost of drug abuse
- _____ Express information and opinion about health issues
- _____ Describe the activities of an effective advocate for personal, family or community health needs
- _____ Analyze cost and accessibility of health care services
- _____ Describe the current legislation in Congress on health care
- _____ Develop strategies to improve or maintain personal, family and community health
- _____ Evaluate the impact of media and technology on personal, family and community health

Human Growth & Development

- _____ Demonstrate an understanding of the variety of physical, mental, emotional and social changes that occur throughout life
- _____ Demonstrate an understanding of fifteen stages of growth and development
- _____ Demonstrate an understanding of sexuality, the benefits of abstinence from sexual activity and how to be respectful of the sexuality of others