

Bloomington School District

HEALTH/PHYSICAL EDUCATION – GRADES K-8

CURRICULUM GUIDE

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Physical Education – Grades K – 8

DISTRICT PHILOSOPHY

The Bloomingdale School District curriculum has been designed to meet the needs of all children during their developmental and adolescent years. Based on the educational principle that the mind and body are one and we are responsible for educating the whole child, the Bloomingdale School District supports the following beliefs:

Comprehensive Physical Education should:

- Physical education is designed to remediate weaknesses and reinforce strengths.
- Physical education is unique in that it educates through the physical in order to reach its objectives.
- Physical education should help students develop physical fitness, neuromuscular skills, a body of knowledge relative to physical activity, and positive attitudes and behaviors.
- Physical education is not only a collection of activities, but is a well-organized, sequenced program which is designed to meet specific objectives.
- The ultimate test of the physical education program lies in the lifestyle of our graduates. Graduates of a successful program maintain a desirable level of physical fitness, understand the effects of exercise on the human body, are aware of the benefits of a physically active lifestyle, and exhibit positive behaviors and attitudes both as a spectator and a participant.
- Physical Education should foster the enjoyment of play and activity, which will ultimately result in students continuing activity throughout their lives.

Physical Education should, whenever possible, be coordinated with other curricular areas (i.e. Social Studies, Science, Music, etc.)

Health Education – Grades K – 8

DISTRICT PHILOSOPHY

The Bloomingdale School District curriculum is a planned, sequential curriculum that addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

Comprehensive Health Education should:

- Empower students to make informed decisions about issues that impact their present health, the health of their family and friends, and the health of society at-large.
- Enable students to enact health-enhancing behaviors before damaging patterns are firmly established.
- Enhance students' ability to become cautious and competent consumers.
- Strengthen students' ability to recognize, analyze, and react to unhealthy or dangerous situations in a safe and appropriate manner.
- Strengthen students' ability to focus on learning, academic achievement, and preparation for the world of work.
- Empower students to navigate through and around conflicting messages, risky behaviors, and mounting pressures and to develop dependable support systems.
- Assist students to recognize, understand, and address immediate or chronic health problems in order to prevent long-term health problems.
- Enable students to participate in lifetime activities that promote, support, and maintain wellness.

Health should, whenever possible, be coordinated with other curricular areas (i.e. Social Studies, Science, Music, etc.)

PHYSICAL EDUCATION – K–4

METHODS OF INSTRUCTION

- I. Lecture by the teacher
- II. Demonstration of skills by teacher and/or students
- III. Class discussion
- IV. Video Tape/DVD – to support subject content being taught
- V. Reciprocal Teaching

MATERIALS FOR INSTRUCTION

- I. Resource materials/handouts
- II. Audio Visual aids
 - a. video tape/DVD
 - b. transparencies
- III. Worksheets
- IV. Newspapers and magazine articles
- V. Instructional Aids
 - a. props
 - b. posters
 - c. bulletin boards
 - d. chalkboard/wipe-off board
 - e. SmartBoard

- VI. Physical Education Equipment

PHYSICAL EDUCATION – K–4
METHODS OF STUDENT EVALUATION

- I. The teacher will establish standards of evaluation and learning and will discuss the expected performance standards with each class. It is expected that the enrolled pupils will achieve a satisfactory grade.

- II. Criteria to evaluate student progress
 - A. Participation
 - B. Preparation (sneakers and proper attire)
 - C. Assignments and Projects
 - D. Observations of student performance
 - a. effort
 - b. attitude
 - c. sportsmanship
 - d. self-control
 - e. skills
 - f. cooperation

 - E. Attendance

NJ World Class Standards

Content Area: Comprehensive Health and Physical Education

Content Area	Comprehensive Health and Physical Education
Standard	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
Strand	A. Personal Growth and Development
Strand	B. Nutrition
Strand	C. Diseases and Health Conditions
Strand	D. Safety
Strand	E. Social and Emotional Health

Standard	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
Strand	A. Interpersonal Communication
Strand	B. Decision-Making and Goal Setting
Strand	C. Character Development
Strand	D. Advocacy and Service
Strand	E. Health Services and Information

Standard	2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
Strand	A. Medicines
Strand	B. Alcohol, Tobacco, and Other Drugs
Strand	C. Dependency/Addiction and Treatment

Standard	2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
Strand	A. Relationships
Strand	B. Sexuality
Strand	C. Pregnancy and Parenting

Standard	2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
Strand	A. Movement Skills and Concepts
Strand	B. Strategy
Strand	C. Sportsmanship, Rules, and Safety

Standard	2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
Strand	A. Fitness and Physical Activity

COURSE OBJECTIVES
KINDERGARTEN – SECOND GRADE
Physical Education

Topic	Standard(s)
Movement Awareness	<p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A. Movement Skills and Concepts</p>
Manipulatives	<p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A. Movement Skills and Concepts</p>
Rhythm and Dance	<p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>
Health-related Fitness	<p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. A. Fitness and Physical Activity</p>
Low-organized Games	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D. Safety</p> <p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. B. Decision-Making and Goal Setting</p> <p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. B. Strategy</p>

COURSE OBJECTIVES
THIRD GRADE – FOURTH GRADE
Physical Education

Topic	Standard(s)
Sports Skills	<p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p style="text-align: center;">A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p>
Rhythm and Dance	<p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p style="text-align: center;">A. Movement Skills and Concepts</p>
Health-related Fitness	<p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p style="text-align: center;">A. Fitness and Physical Activity</p>
Team Building/Cooperative Activities	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">D. Safety</p> <p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">A. Interpersonal Communication B. Decision-Making and Goal Setting C. Character Development</p> <p>2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p style="text-align: center;">B. Strategy C. Sportsmanship, Rules, and Safety</p>

HEALTH EDUCATION – GRADES K – 4

METHODS OF INSTRUCTION

- I. Lecture by the teacher
- II. Demonstrations using health instructional aids
- III. Transparencies – professional and teacher made
- IV. Student projects – oral and written
 - a. Current magazine and newspaper articles
 - b. Artistic – creative reports
 - c. Posters dealing with health issues
 - d. Game related activities
- V. Class discussion – role playing
- VI. Video Tape – to support subject content

HEALTH EDUCATION – GRADES K – 4

METHODS OF STUDENT EVALUATION

- I. The teacher will establish standards of evaluation and learning and will discuss the expected performance standards with each class. It is expected that the enrolled pupils will achieve a satisfactory grade
- II. Criteria to evaluate student progress
 - A. Quizzes
 - B. Teacher-made tests
 - C. Participation in oral recitation and discussion
 - D. Projects
 - E. Observations of student performance
 - a. Discipline
 - b. Work habits
 - c. Effort
 - d. Attitude
 - e. Interest
 - f. Attendance

COURSE OBJECTIVES
KINDERGARTEN – Health Education

Topic	Standard
Personal Health	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle A. Personal Growth and Development
Growth and Development	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle A. Personal Growth and Development
Nutrition	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B. Nutrition
Diseases and Health Conditions	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. C. Diseases and Health Conditions
Safety	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D. Safety
Social and Emotional Health	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E. Social and Emotional Health
Leadership Advocacy and Service	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. D. Advocacy and Service
Medicines	2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. A. Medicines
Alcohol, Tobacco, and Other Drugs	2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. B. Alcohol, Tobacco, and Other Drugs

COURSE OBJECTIVES
FIRST GRADE – Health Education

Topic	Standard
Family Unit	2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A. Relationships
Personal Health	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle A. Personal Growth and Development
Nutrition	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B. Nutrition
Diseases and Health Conditions	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. C. Diseases and Health Conditions
Safety	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D. Safety
Communication	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A. Interpersonal Communication
Decision Making	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. B. Decision-Making and Goal Setting
Character Development	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. C. Character Development
Leadership Advocacy and Service	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. D. Advocacy and Service
Health Services and Careers	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. E. Health Services and Information
Medicines	2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. A. Medicines
Alcohol, Tobacco, and Other Drugs	2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. B. Alcohol, Tobacco, and Other Drugs

COURSE OBJECTIVES
SECOND GRADE – Health Education

Topic	Standard
Family Relationships	<p>2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p style="text-align: center;">A. Relationships</p>
Personal Health	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</p> <p style="text-align: center;">A. Personal Growth and Development</p>
Social and Emotional Growth	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">E. Social and Emotional Health</p>
Safety	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">D. Safety</p>
Growth and Development	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">A. Personal Growth and Development</p>
Nutrition	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">B. Nutrition</p>
Communication	<p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">A. Interpersonal Communication</p>
Decision Making	<p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">B. Decision-Making and Goal Setting</p>
Health Services and Careers	<p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p style="text-align: center;">E. Health Services and Information</p>

COURSE OBJECTIVES
THIRD GRADE – Health Education

Topic	Standard
Relationships	<p>2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. A. Relationships</p>
Personal Health	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle A. Personal Growth and Development</p>
Diseases and Health Conditions	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. C. Diseases and Health Conditions</p>
Safety	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D. Safety</p>
Social and Emotional Health	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E. Social and Emotional Health</p>
Nutrition	<p>2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. B. Nutrition</p>
Communication	<p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A. Interpersonal Communication</p>
Decision Making	<p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. B. Decision-Making and Goal Setting</p>
Health Services and Careers	<p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. E. Health Services and Information</p>

COURSE OBJECTIVES
FOURTH GRADE – Health Education

Topic	Standard
Growth and Development	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. A. Personal Growth and Development
Personal Health	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle A. Personal Growth and Development
Diseases and Health Conditions	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. C. Diseases and Health Conditions
Safety	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. D. Safety
Social and Emotional Health	2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E. Social and Emotional Health
Planning and Goal Setting	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. B. Decision-Making and Goal Setting
Communication	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. A. Interpersonal Communication
Decision Making	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. B. Decision-Making and Goal Setting
Character Development	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. C. Character Development
Leadership Advocacy and Service	2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. D. Advocacy and Service
Alcohol, Tobacco, and Other Drugs	2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. B. Alcohol, Tobacco, and Other Drugs

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition as stated within Policy #6409 concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement. The individual educational plan will also assist the health educator in implementing a successful program for the above students.

Physical/Health Education – Grades K – 8

ENGLISH LANGUAGE LEARNERS GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL Students

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary
- Speak slowly and clearly
- Use gestures, facial expressions and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL Students

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL Students and Recently Exited ESL Students

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizer
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student successes

Physical/Health Education – Grades K – 8
MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR
SPECIAL EDUCATION STUDENTS

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignments/homework/spelling
- Allow student to finish test and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests/consider spacing and crowding
- Test for content and knowledge in subject areas
- Reading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences/natural reinforcers/immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape/study guides
- Differentiated activities/assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring: Individual and Class wide models
- Cooperative learning groups
- Advance organizers/outlines/study guides/mapping guides
- Note-taking assistance/note-taking strategies
- Rephrasing/redirecting/'preview' strategies/mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral, written games, role plays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written/taped
- Use checklist for review/study procedures
- Behavioral contingency contracts/planned ignoring
- Time out/time away
- Rules and Routine clear and consistent

CORE CURRICULUM CONTENT STANDARDS

TECHNOLOGICAL LITERACY

Name of Course: PHYSICAL/HEALTH EDUCATION – K-8

Numerical Reference	STANDARD	
Standard 8.1	(COMPUTER AND INFORMATION LITERACY – TECHNOLOGY) All students will use TECHNOLOGY SKILLS AND TOOLS computer applications to gather and organize information and to solve problems.	
Standard 8.2	(TECHNOLOGY EDUCATION – ENGINEERING AND TECHNOLOGICAL DESIGN) All students will develop and understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment	

CORE CURRICULUM CONTENT STANDARDS

CAREER EDUCATION AND CONSUMER, FAMILY, AND LIFE SKILLS

Name of Course: PHYSICAL/HEALTH EDUCATION – K-8

Numerical Reference	Standard
Standard 9.1	(CAREER AWARENESS AND TECHNICAL EDUCATION) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
Standard 9.2	(CONSUMER, FAMILY, AND LIFE SKILLS) All students will demonstrate critical life skills in order to be <u>functional</u> [successful] members of society.

PHYSICAL EDUCATION – K – 8

CAREER INFUSION

The student shall:

- I. Prepare a report on career goals related to physical education and/or physical fitness.
- II. Develop awareness of individual abilities, interests and their relevance to career exploration.
- III. Investigate possible sources of career information related to physical education and associated fields.
- IV. Recognize the needs of both men and women in carrying out careers.
- V. Understand the importance of life skills learned and used in physical education and how they impact one's career.

HEALTH EDUCATION – GRADES K – 8

CAREER INFUSION

The student shall:

- I. Be aware of career goals related to health, social and community careers
- II. Increase self-awareness by assuming responsibility for personal hygiene and building self-esteem and feeling of self-worth
- III. Know personal needs, interests, values and explore careers
- IV. Evaluate their own personal values and goals and recognize the needs of both men and women in carrying out careers.

