

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM – MOVEMENT SKILLS

GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Standard A: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

CATHOLIC IDENTITY

Standard A: Because God made all human beings in His image, promote this likeness by demonstrating physical competency in individual and team sports emphasizing ethics and fair play.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>19.A.1 Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.</p> <ol style="list-style-type: none"> 1. Use locomotor movements as seen in lead up games (e.g., walking, hopping, jumping, skipping, galloping, running, leaping). 2. Use non-locomotor movement. 3. Understand terms of locomotor and non-locomotor movements. 4. Demonstrate skills through activities that develop eye hand coordination/eye foot coordination using a variety of equipment (e.g., juggling scarves, bowling, ball catching, bean bags). 5. Display respect for self and others as a child of God. 	<p>19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.</p> <ol style="list-style-type: none"> 1. Develop movement skills that incorporate fine motor skills of eye hand coordination and eye foot coordination (e.g., lead up sports skills, pattern work, obstacle courses, relay/ropes, dance, aquatics*). 2. Show love for neighbor by cooperating during game play. 	<p>19.A.3 Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.</p> <ol style="list-style-type: none"> 1. Participate in individual sports. 2. Participate in team sports. 3. Practice eye hand coordination activities. 4. Participate in tagging games. 5. Practice dance/rhythm activities. 6. Participate in relays. 7. Participate/practice aquatics* activities. 8. Love neighbor as self by competing in a Christian manner.

* When a reference to aquatics is noted, activities are modified for non-pool environment.

Why Goal 19 Is Important: Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM – MOVEMENT SKILLS

GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.
 Standard B: Analyze various movement concepts and applications.

CATHOLIC IDENTITY

Standard B: Analyze various movement concepts and apply with Christian values.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>19.B.1 Understand spatial awareness and relationships to objects and people.</p> <ol style="list-style-type: none"> 1. Identify personal space. 2. Mimic animal walks. 3. Distinguish movements (understanding of prepositions): behind, ahead of, next to, near to, over, under, on, through, beside. 4. Practice circuit training with catch balls, koosh balls, paddles in different activity areas. 5. Play tag (e.g., everyone is it, aquatics*). 6. Love themselves as children of God by recognizing and maintaining personal space during game play and activities. 	<p>19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).</p> <ol style="list-style-type: none"> 1. Practice team and individual sports skills (e.g., volleyball, soccer, flag football, aquatics*). 2. Utilize their God-given physical talents individually and as part of a group. 	<p>19.B.3 Compare and contrast efficient and inefficient movement patterns.</p> <ol style="list-style-type: none"> 1. Demonstrate biomechanical principles of effort, force, space, time, weight transfer, absorption. 2. Use manipulative skills with a variety of equipment. 3. Demonstrate Christian behavior when practicing skills.

* When a reference to aquatics is noted, activities are modified for non-pool environment.

Why Goal 19 Is Important: Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM – MOVEMENT SKILLS

GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.
 Standard C: Demonstrate knowledge of rules, safety and strategies during physical activity.

CATHOLIC IDENTITY

Standard C: Understand how order promotes Christian community by demonstrating knowledge of rules, safety and strategies in a compassionate and cooperative way.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>19.C.1 Demonstrate safe movement in physical activities.</p> <ol style="list-style-type: none"> 1. Understand and demonstrate safety rules. <ul style="list-style-type: none"> - Tagging safety (concept of force). - Knowing physical boundaries (e.g., safe distances from obstacles, using turn around points). - Knowledge and understanding of the rationale for strategies, safety rules and why. - Aquatics.* 2. Recognize others as children of God by demonstrating respect while playing in a safe manner. 	<p>19.C.2a Identify and apply rules and safety procedures in physical activities.</p> <p>19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.</p> <ol style="list-style-type: none"> 1. Move safely and efficiently through space being aware of self and others both indoors and outdoors. 2. Articulate rules for all games prior to playing. 3. Understand consequences for actions, know game and safety measures and apply safety procedures in team games. 4. Recognize others as children of God by demonstrating respect while participating in activities. 	<p>19.C.3a Apply rules and safety procedures in physical activities.</p> <p>19.C.3b Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.</p> <ol style="list-style-type: none"> 1. Articulate rules for all games prior to playing. 2. Demonstrate knowledge and performance through informal and formal appraisal. 3. By example and encouragement, demonstrate Christian leadership while applying rules and safety procedures in physical activities.

* When a reference to aquatics is noted, activities are modified for non-pool environment.

Why Goal 19 Is Important: Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - PHYSICAL FITNESS

GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standard A: Know and apply the principles and components of health-related fitness.

CATHOLIC IDENTITY

Standard A: Apply the principles of health-related fitness to maintain the body as God intended.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>20.A.1a Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).</p> <p>20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.</p> <ol style="list-style-type: none"> 1. Demonstrate static balances for flexibility used in jogging, dance and aerobics. 2. Jump rope for endurance. 3. Discuss changes that take place in their body after physical activity. 4. Participate in tag games, creative movement, basic tumbling, and relay races. 5. Know that God created us in His own image. 	<p>20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.</p> <ol style="list-style-type: none"> 1. Identify health benefits resulting from participation in health related activities (e.g., aerobic endurance, flexibility, fitness stations). 2. Identify and use activities appropriate for warm-up and cool-down. 3. Monitor individual heart rate before, during and after physical activity. 4. Define the effects of selected components of health-related fitness on current and future health. 5. Explain why God expects us to do our best to stay healthy. 	<p>20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).</p> <p>20.A.3b Identify and participate in activities associated with the components of health-related fitness.</p> <ol style="list-style-type: none"> 1. Learn about, identify benefits of and perform activities that will benefit cardiovascular fitness, flexibility, muscular strength and muscular endurance for lifetime fitness. 2. Describe principles of continual 30-minute aerobic exercise for fat burning fitness. 3. Practice and time endurance activities. 4. Explain why God expects us to maintain health related fitness.

Why Goal 20 Is Important: Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardio-respiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - PHYSICAL FITNESS

GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
 Standard B: Assess individual fitness levels.

CATHOLIC IDENTITY

Standard B: Assess fitness levels in an effort to maintain the healthy body, mind and spirit God gave us.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>20.B.1 Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).</p> <ol style="list-style-type: none"> 1. Recall immediate effects of exercise on the body. 2. Recognize difference between heart rate at rest and during activity. 3. Identify and use gifts and talents to become strong healthy children of God. 	<p>20.B.2a Monitor individual heart rate before, during and after physical activity, with and without the use of technology.</p> <p>20.B.2b Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness.</p> <ol style="list-style-type: none"> 1. Monitor heart rate before during and after physical activity. 2. Demonstrate the importance of warm-up and cool down activities. 3. Identify the health-related fitness components in various activities. 4. Accept differences as a celebration of our diversity and unity as members of the Body of Christ. 	<p>20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.</p> <p>20.B.3b Evaluate the strengths and weaknesses of a personal fitness profile.</p> <ol style="list-style-type: none"> 1. Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate and rate of perceived exertion. 2. Perform fitness testing and discuss results (e.g., AAHPERD, Presidential). 3. Discuss methods of improving areas that they did not perform well in, using the FITT formula. 4. Understand that God wants each of His children to reach their potential and to use their talents to help others.

Why Goal 20 Is Important: Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardio-respiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - PHYSICAL FITNESS

GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
 Standard C: Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

CATHOLIC IDENTITY

Standard C: Set goals to maintain an active lifestyle that respects and protects our gift of life.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>20.C.1 Identify a realistic health-related goal.</p> <ol style="list-style-type: none"> 1. Discuss realistic health-related fitness goals. 2. Participate in activities that that can develop health-related fitness goals. 3. Perform activities that add repetitions and change intensity to improve performance. 4. Recognize that our body is a gift from God. 	<p>20.C.2a Set a personal health-related fitness goal.</p> <p>20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio-respiratory, tug-of-war/strength).</p> <ol style="list-style-type: none"> 1. Explain the relationship between various movements and health-related fitness components (e.g., running/cardiovascular). 2. Interpret their personal fitness results and discuss goals for future and how to achieve goals. 3. Understand that our body is a gift from God. 	<p>20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.</p> <p>20.C.3b Identify opportunities within the community for regular participation in physical activities.</p> <p>20.C.3c Apply the principles of training to the health-related fitness goals.</p> <ol style="list-style-type: none"> 1. Develop a fitness program from the results of yearly fitness testing. Set goals. Fitness program should include activities outside of school. 2. Monitor progress in reaching goals. 3. Demonstrate respect for their body as a gift from God.

Why Goal 20 Is Important: Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardio-respiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - TEAM BUILDING

GOAL 21: Develop team-building skills by working with others through physical activity.
 Standard A: Demonstrate individual responsibility during group physical activities.

CATHOLIC IDENTITY

Standard A: Recognize the balance between healthy self-love and love of neighbor by using physical abilities and talents with humility and tolerance during group physical activities.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>21.A.1a Follow directions and class procedures while participating in physical activities.</p> <p>21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.</p> <p>21.A.1c Work independently on tasks for short periods of time.</p> <ol style="list-style-type: none"> 1. Follow class procedures for participation in activities. 2. Follow directions when participating in physical activities. 3. Respond to the use of visual and auditory signals (e.g., whistle, signs, circle). 4. Demonstrate understanding of spatial awareness and boundaries for rules and safety. 5. Understand concept of personal space. 6. Use equipment to develop individual skills (e.g., ball bouncing, juggling scarves) in a safe manner. 7. Work individually, in small groups and on teams in a safe manner. 8. Follow directions as a child of God. 	<p>21.A.2a Accept responsibility for their own actions in group physical activities.</p> <p>21.A.2b Use identified procedures and safe practices without reminders during group physical activities.</p> <p>21.A.2c Work independently on task until completed.</p> <ol style="list-style-type: none"> 1. Respect the personal space of others. 2. List and follow class procedures. 3. Participate in activities that focus on cooperation and partner play that will achieve task (e.g., playing catch with different types of equipment). 4. Work with partner to enhance and develop each person's skill in area. Partner observation and help (e.g., gymnastics-spotting during activity). 5. Use equipment properly and in a safe and productive manner. 6. Examine peaceful ways to settle disagreements when participating in physical activities. 7. Demonstrate love of neighbor as self by playing fairly. 	<p>21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).</p> <p>21.A.3b Participate in establishing procedures for group physical activities.</p> <p>21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).</p> <ol style="list-style-type: none"> 1. Explain the rules of safety and why the rules are important in physical activity. 2. Establish levels of appropriate positive behavioral expectations for all. 3. Rotate responsibilities so that all are given the training in leadership needed in sports and in life. 4. Establish time limits and rotate different positions so that all have an opportunity to learn all positions. 5. Select so that teams are even and have diverse skill levels. Stress a Christian attitude of tolerance, support and compassion through helping others. Place emphasis for competition on Christian humility by helping others. 6. Demonstrate love for others by using humility and tolerance to establish rules and procedures in group physical activities.

Why Goal 21 Is Important: As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - TEAM BUILDING

GOAL 21: Develop team-building skills by working with others through physical activity.
 Standard B: Demonstrate cooperative skills during structured group physical activity.

CATHOLIC IDENTITY

Standard B: Demonstrate God-given talents during activities in a compassionate and cooperative manner.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>21.B.1 Work cooperatively with another to accomplish an assigned task.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to work cooperatively with a partner, in a small group or on a team. 2. Use equipment to promote cooperative activity (e.g., team building activities and movement explorations). 3. Listen to and articulate rules, safety procedures and behavior expectations for group activities and games. 4. Complete tasks/activities when working with a partner or on a team. 5. Show their ability to be peacemakers by working cooperatively with others. 	<p>21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p> <ol style="list-style-type: none"> 1. Perform cooperatively with a partner, in a small group or on a team when participating in physical activity (e.g., playing catch – the thrower works on accuracy of pitch to partner while partner works on catching skills). 2. Develop higher level organized sport games (e.g., relays, rotating positions) stressing the importance of working together to accomplish goal. 3. Emphasize improvement and positive reflection (individual and team) when participating in sport activities. 4. Discuss the need for individual and shared goals during structured group physical activity. 5. Show kindness to others by working cooperatively to reach a shared goal. 	<p>21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).</p> <ol style="list-style-type: none"> 1. Identify a variety of supportive roles within a cooperative group setting. 2. Work cooperatively with others. 3. Recognize and appreciate individual differences in performance within a group. 4. Participate in team activities (e.g., flag football, floor hockey, dance). 5. Use talents in a compassionate and cooperative manner while playing team sports.

Why This Goal Is Important: As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM

GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.
 Standard A: Explain the basic principles of health promotion, illness prevention and safety.

CATHOLIC IDENTITY

Standard A: Explain the principles of health promotion, illness prevention and safety emphasizing mind, body and spirit.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).</p> <p>22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).</p> <p>22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).</p> <ol style="list-style-type: none"> 1. Recognize signs and symptoms of sickness. 2. Cover mouth and nose when coughing and sneezing. 3. Wash hands with soap and water. 4. Practice proper hygiene. 5. Learn about “touching safety”, bicycle safety, sport safety, etc. 6. Demonstrate proper procedures and techniques used during tornado drills, fire drills, etc. 7. Understand and use information learned in Religion, Safe Environment (“touching safety”) and other community safety programs. 	<p>22.A.2a Describe benefits of early detection and treatment of illness.</p> <p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).</p> <p>22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).</p> <ol style="list-style-type: none"> 1. Recognize symptoms of illness. 2. Describe symptoms of common childhood illnesses. 3. Discuss the benefits of early detection and treatment of illness. 4. Discuss the importance of wearing of sunscreen during outdoor activities. 5. Discuss hygiene: shower daily after physical activity and use deodorant. 6. Know basic first aid and how to seek help for injury. 7. Review and use information learned in Religion, Safe Environment (“touching safety”) and other community safety programs. 	<p>22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).</p> <p>22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).</p> <p>22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).</p> <p>22.A.3d Identify various careers involved in health promotion, health care and injury prevention.</p> <ol style="list-style-type: none"> 1. Describe emergency procedures. 2. Describe different types of stress. 3. Distinguish between communicable and non-communicable diseases. 4. Practice personal hygiene. 5. Know basic first aid and life saving practices. 6. Recognize abusive behaviors. 7. Practice methods to be followed when abusive behavior is suspected or discovered. 8. Apply information learned in Religion, Safe Environment (“touching safety”) and other community safety programs.

Why Goal 22 Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM

GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.
 Standard B: Describe and explain the factors that influence health among individuals, groups and communities.

CATHOLIC IDENTITY

Standard B: Describe, explain and advocate factors that influence health among individuals, groups and world communities.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>22.B.1 Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).</p> <ol style="list-style-type: none"> 1. List personal hygiene behaviors/choices that will improve health and safety. 2. Recognize skills necessary to ensure safety and cleanliness. 3. Encourage others to use skills and make choices that will help prevent the spread of infectious diseases. 4. Describe ways to make healthy choices and help others make healthy choices. 	<p>22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).</p> <ol style="list-style-type: none"> 1. Discuss importance of proper hygiene. 2. Discuss how to avoid dangers within the school and community. 3. Give examples of how the media influences health-related behaviors, choices and skills. 4. Explain the importance of making healthy choices and ways to encourage others to do the same. 	<p>22.B.3 Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).</p> <ol style="list-style-type: none"> 1. Discuss importance of proper hygiene. 2. Formulate a plan for making the school a safer place. 3. Discuss how peers influence health-related choices/behaviors. 4. Discuss how to evaluate health-related information. 5. Advocate ways to help others through Christian service.

Why Goal 22 Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM

GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.
 Standard C: Explain how the environment can affect health.

CATHOLIC IDENTITY

Standard C: Explain how being a steward of the environment makes us a steward of our own health.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>22.C.1 Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).</p> <ol style="list-style-type: none"> 1. List things that pollute the environment. 2. Explain what it means to recycle. 3. Explain the importance of taking care of God’s good earth. 	<p>22.C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).</p> <ol style="list-style-type: none"> 1. Name items that pollute the environment. 2. Identify ways that pollution can be a health risk. 3. Compare healthy environments and healthy people to unhealthy environments and unhealthy people. 4. Identify ways to take care of the environment and the people God created. 	<p>22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).</p> <p>22.C.3b Develop potential solutions to address environmental problems that affect the local community’s health.</p> <ol style="list-style-type: none"> 1. Recognize possible sources of pollution in specific environments (your home, your school, your community). 2. Research waste disposal and how it may affect the environment and future generations. 3. Describe how elements of the environment affect personal health. 4. Identify ways to take care of the environment God created (e.g., reduce, reuse, recycle). 5. Act as stewards of the earth as described in Scripture.

Why Goal 22 Is Important: Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - HUMAN BODY

GOAL 23: Understand human body systems and factors that influence growth and development.

Standard A: Describe and explain the structure and functions of the human body systems and how they interrelate.

CATHOLIC IDENTITY

Standard A: Understand that the human body and its systems are a gift from God.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>23.A.1 Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).</p> <ol style="list-style-type: none"> 1. Identify basic body parts (e.g., head, legs, arms, chest, feet, hands, eyes, ears, nose, etc.). 2. Locate the heart and lungs. 3. Explain the function of eyes, ears, nose. 4. Identify ways to keep their body healthy because it is a gift from God. 	<p>23.A.2 Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).</p> <ol style="list-style-type: none"> 1. Describe the basic functions of the circulatory system. 2. Explain the basic functions of the respiratory system. 3. Explain the basic functions of the nervous system. 4. Reinforce body systems with practical application (e.g., participate in obstacle courses that portray the movement of blood through the heart and body, etc.). 5. Explain why God wants them to take care of their bodies. 	<p>23.A.3 Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).</p> <ol style="list-style-type: none"> 1. Explain how the nerves and brain work together. 2. Describe how the blood travels throughout the body. 3. Analyze how oxygen gets to the lungs. 4. Explain how food is processed and moves through the digestive system. 5. Recognize the connection between body and soul and develop a personal plan for lifelong wellness.

Goal 23 is covered in health, science and family life as well as through outside community programs. Physical education will complement this instruction.

Why Goal 23 Is Important: To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - HUMAN BODY

GOAL 23: Understand human body systems and factors that influence growth and development.

Standard B: Explain the effects of health-related actions on the body systems.

CATHOLIC IDENTITY

Standard B: Explain the effects of health-related actions on body, mind and spirit.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>23.B.1 Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).</p> <ol style="list-style-type: none"> 1. Describe how germs can cause illness. 2. Recognize the importance of eating a healthy breakfast. 3. Identify healthy snacks. 4. Recognize that food (nutrients) is needed for growth and development. 5. Identify basic necessities the human body needs. 6. Understand that God wants them to take care of their bodies. 	<p>23.B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).</p> <ol style="list-style-type: none"> 1. Distinguish between ‘good’ food and ‘junk’ food. 2. Cite ways to build physical activity into daily routines. 3. Recognize how feelings/emotions affect physical, mental, emotional, and social health. 4. Make good choices based on Christian values. 	<p>23.B.3 Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).</p> <ol style="list-style-type: none"> 1. Identify the benefits of both aerobic and anaerobic activities on the body’s systems. 2. List choices that have a positive influence on health. 3. List choices that have a negative influence on health. 4. Make good choices based on Christian values.

Goal 23 is covered in health, science and family life as well as through outside community programs. Physical education will complement this instruction.

Why Goal 23 Is Important: To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - HUMAN BODY

GOAL 23: Understand human body systems and factors that influence growth and development.
 Standard C: Describe factors that affect growth and development.

CATHOLIC IDENTITY

Standard C: Describe factors that affect our spiritual growth and development.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>23.C.1 Identify individual differences in growth and development among people.</p> <ol style="list-style-type: none"> 1. Explain the importance of being physically active. 2. Recognize that food is needed for growth and development. 3. List characteristics that make you similar, different and unique. 4. Respect spiritual development of self and others. 	<p>23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).</p> <p>23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).</p> <ol style="list-style-type: none"> 1. Recognize and discuss factors that affect growth and development. 2. Explain how eating and activity affect growth and development. 3. Describe the effects healthy and unhealthy lifestyle choices have on growth and development. 4. Recognize and accept individual differences. 5. Respect spiritual development of self and others. 	<p>23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).</p> <ol style="list-style-type: none"> 1. Recognize and discuss factors that affect growth and development. 2. Explain the effects of diet and exercise on the body. 3. Recognize and discuss changes that are a part of growth and development. 4. Respect spiritual development of self and others.

Goal 23 is covered in health, science and family life as well as through outside community programs. Physical education will complement this instruction.

Why Goal 23 Is Important: To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - DECISION MAKING

GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard A: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

CATHOLIC IDENTITY

Standard A: Demonstrate Christian integrity by communicating in positive ways, resolving differences and preventing conflict.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).</p> <p>24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).</p> <ol style="list-style-type: none"> 1. Explain how good listening skills can help avoid conflict. 2. Practice good communication techniques. 3. Demonstrate good manners. 4. Tell how to make good choices. 5. Play games in appropriate space. 6. Respect the space of others. 7. Show kindness toward others during work and play remembering that all of us are brothers and sisters of Christ. 	<p>24.A.2a Identify causes and consequences of conflict among youth.</p> <p>24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).</p> <ol style="list-style-type: none"> 1. Use conflict resolution techniques to resolve problems. 2. Practice polite behavior in words and deeds. 3. Discuss rules for communicating in a group situation. 4. Display a sense of tolerance for others by making good decisions in school and in the community remembering that all God's people are wonderful in their uniqueness. 	<p>24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.</p> <p>24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p> <p>24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p> <ol style="list-style-type: none"> 1. Use conflict resolution techniques to resolve problems. 2. Practice polite behavior in words and deeds. 3. Define methods for addressing interpersonal differences in a positive manner. 4. Demonstrate courage to stand up for convictions through conflict management remembering that God wants everyone to be peace makers.

Goal 24 is covered in all classes and through Gospel values. Physical education will complement this instruction.

Why Goal 24 Is Important: From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - DECISION MAKING

GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard B: Apply decision-making skills related to the protection and promotion of individual health.

CATHOLIC IDENTITY

Standard B: Apply decision-making skills that promote the concept that God has given us the gift of life that calls us to respect and protect our individual health.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>24.B.1 Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).</p> <ol style="list-style-type: none"> 1. List good personal hygiene practices. 2. Give examples of good and poor health choices. 3. Discuss and recognize consequences of actions (e.g., good choices and bad choices). 4. Respect their body by choosing good health practices. 	<p>24.B.2 Describe key elements of a decision-making process.</p> <ol style="list-style-type: none"> 1. Describe how basic cleanliness protects your health. 2. Recommend safe choices to positively affect health. 3. List possible positive and negative consequences of health-related choices. 4. Recognize the connection between body and soul and nurture the spirit by making healthy life choices. 	<p>24.B.3 Apply a decision-making process to an individual health concern.</p> <ol style="list-style-type: none"> 1. Use the decision-making process to assess and solve an individual health problem. 2. Discuss how individuals can control their responses to other people's choices. 3. Compare and contrast consequences for good and bad health choices. 4. Promote a persistent attitude toward the task of healthy living and remember that a healthy person can serve God more actively.

Goal 24 is covered in all classes and through Gospel values. Physical education will complement this instruction.

Why Goal 24 Is Important: From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM - DECISION MAKING

GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standard C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.

CATHOLIC IDENTITY

Standard C: Demonstrate responsibility through action, respecting and protecting our bodies by avoiding dangerous situations.

As a result of their schooling students will be able to...

EARLY ELEMENTARY (PREK-2)	LATE ELEMENTARY (3-5)	MIDDLE/JUNIOR HIGH SCHOOL (6-8)
<p>24.C.1 Demonstrate basic refusal skills (e.g., “Just Say No”, etc.”).</p> <ol style="list-style-type: none"> 1. Discuss who strangers are and why there is a need to be cautions around them. 2. Identify uncomfortable and dangerous situations. 3. Define ‘safe’ and ‘unsafe’ touch. 4. Ask themselves, “What would Jesus do?” 	<p>24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).</p> <ol style="list-style-type: none"> 1. Establish a plan of action for avoiding dangerous situations. 2. Discuss peer pressure. 3. Practice refusal skills. 4. Discuss ‘safe’ and ‘unsafe’ touch. Tell what to do when touched inappropriately. 5. Respect mind, body and soul because God made them. 	<p>24.C.3 Apply refusal and negotiation skills to potentially harmful situations.</p> <ol style="list-style-type: none"> 1. Establish a plan of action for avoiding dangerous situations. 2. Practice refusal skills in order to avoid potentially harmful situations (e.g., substance abuse, peer pressure). 3. Discuss peer pressure in terms of needing to use refusal skills. 4. Be stewards of the Lord by living the Gospel. 5. Recognize the command to “love your neighbor as yourself,” then protect self and others from harm.

Goal 24 is covered in all classes and through Gospel values. Physical education will complement this instruction.

Why Goal 24 Is Important: From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.