

<b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
<b>A. Personal Growth and Development</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> Developing self-help skills and personal hygiene skills promotes healthy habits.</p> <p><b>2.1.P.A.1:</b> Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p><b>2.1.P.A.2:</b> Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p>	<p><b>Content:</b> Health-enhancing behaviors contribute to wellness.</p> <p><b>2.1.2.A.1:</b> Explain what being “well” means and identify self-care practices that support wellness.</p> <p><b>2.1.2.A.2:</b> Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p><b>Content:</b> The dimensions of wellness are interrelated and impact overall personal well-being.</p> <p><b>2.1.4.A.1:</b> Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p><b>2.1.4.A.2:</b> Determine the relationship of personal health practices and behaviors on an individual’s body systems.</p>

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<p><b>B. Nutrition</b></p>		
<p><b>Pre-K</b></p>	<p><b>By the end of grade 2</b></p>	<p><b>By the end of grade 4</b></p>
<p><b>Content:</b> Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.</p> <p><b>2.1.P.B.1:</b> Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p> <p><b>2.1.P.B.2:</b> Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p>	<p><b>Content:</b> Choosing a balanced variety of nutritious foods contributes to wellness.</p> <p><b>2.1.2.B.1:</b> Explain why some foods are healthier to eat than others.</p> <p><b>2.1.2.B.2:</b> Explain how foods in the food pyramid differ in nutritional content and value.</p> <p><b>2.1.2.B.3:</b> Summarize information about food found on product labels.</p>	<p><b>Content:</b> Choosing a balanced variety of nutritious foods contributes to wellness.</p> <p><b>2.1.4.B.1:</b> Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p><b>2.1.4.B.2:</b> Differentiate between healthy and unhealthy eating practices.</p> <p><b>2.1.4.B.3:</b> Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p><b>2.1.4.B.4:</b> Interpret food product labels based on nutritional content.</p>

<b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
<b>C. Diseases and Health Conditions</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> Developing self-help skills and personal hygiene skills promotes healthy habits.</p> <p><b>2.1.P.C.1:</b> Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p>	<p><b>Content:</b> Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</p> <p><b>2.1.2.C.1:</b> Summarize symptoms of common diseases and health conditions.</p> <p><b>2.1.2.C.2:</b> Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p><b>2.1.2.C.3:</b> Determine how personal feelings can affect one’s wellness.</p>	<p><b>Content:</b> The use of disease prevention strategies in home, school, and community promotes personal health.</p> <p><b>2.1.4.C.1:</b> Explain how most diseases and health conditions are preventable.</p> <p><b>2.1.4.C.2:</b> Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p> <p><b>2.1.4.C.3:</b> Explain how mental health impacts one’s wellness.</p>

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D. Safety		
Pre-K	By the end of grade 2	By the end of grade 4
<p><b>Content:</b> Developing an awareness of potential hazards in the environment impacts personal health and safety.</p> <p><b>2.1.P.D.1:</b> Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p> <p><b>2.1.P.D.2:</b> Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p> <p><b>2.1.P.D.3:</b> Identify community helpers who assist in maintaining a safe environment.</p> <p><b>2.1.P.D.4:</b> Know how to dial 911 for help.</p>	<p><b>Content:</b> Using personal safety strategies reduces the number of injuries to self and others.</p> <p><b>2.1.2.D.1:</b> Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p><b>2.1.2.D.2:</b> Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p> <p><b>2.1.2.D.3:</b> Identify procedures associated with pedestrian, bicycle, and traffic safety.</p>	<p><b>Content:</b> Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p><b>2.1.4.D.1:</b> Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p><b>2.1.4.D.2:</b> Summarize the various forms of abuse and ways to get help.</p> <p><b>2.1.4.D.3:</b> Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</p> <p><b>Content:</b> Applying first-aid procedures can minimize injury and save lives.</p> <p><b>2.1.4.D.4:</b> Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p>

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<b>E. Social and Emotional Health</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> None at this level</p>	<p><b>Content:</b> Many factors at home, school, and in the community impact social and emotional health.</p> <p><b>2.1.2.E.1:</b> Identify basic social and emotional needs of all people.</p> <p><b>2.1.2.E.2:</b> Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p><b>2.1.2.E.3:</b> Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p><b>Content:</b> Many factors at home, school, and in the community impact social and emotional health.</p> <p><b>2.1.4.E.1:</b> Compare and contrast how individuals and families attempt to address basic human needs.</p> <p><b>2.1.4.E.2:</b> Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p> <p><b>Content:</b> Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p><b>2.1.4.E.3:</b> Determine ways to cope with rejection, loss, and separation.</p> <p><b>2.1.4.E.4:</b> Summarize the causes of stress and explain ways to deal with stressful situations</p>

<b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>A. Interpersonal Communication</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> None at this level.</p>	<p><b>Content:</b> Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p><b>2.2.2.A 1.</b> Express needs, wants, and feelings in health- and safety-related situations.</p>	<p><b>Content:</b> Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p><b>2.2.4.A.1.</b> Demonstrate effective interpersonal communication in health- and safety-related situations.</p> <p><b>Content:</b> Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p><b>2.2.4.A.2</b> Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>

<b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>B. Decision Making and Goal Setting</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
Content: None at this grade level.	<p><b>Content:</b> Effective decision-making skills foster healthier lifestyle choices.</p> <p><b>2.2.2.B.1.</b> Explain what a decision is and why it is advantageous to think before acting.</p> <p><b>2.2.2.B.2.</b> Relate decision-making by self and others to one’s health.</p> <p><b>2.2.2.B.3.</b> Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p><b>2.2.2.B.4.</b> Select a personal health goal and explain why setting a goal is important.</p>	<p><b>Content:</b> Many health-related situations require the application of a thoughtful decision-making process.</p> <p><b>2.2.4.B.1</b> Use the decision-making process when addressing health-related issues.</p> <p><b>2.2.4.B.2.</b> Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p><b>2.2.4.B.3.</b> Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p><b>2.2.4.B.4.</b> Develop a personal health goal and track progress.</p>

<b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>C. Character Development</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p> <p><b>2.2.2.C.1.</b> Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p><b>2.2.2.C.2.</b> Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p>	<p><b>Content:</b> Personal core ethical values impact the health of oneself and others.</p> <p><b>2.2.4.C.1.</b> Determine how an individual’s character develops over time and impacts personal health.</p> <p><b>Content:</b> Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p><b>2.2.4.C.2.</b> Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p> <p><b>2.2.4.C.3.</b> Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>

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<b>D. Advocacy and Service</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<b>Content:</b> None at this grade level.	<p><b>Content:</b> Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p><b>2.2.2.D.1.</b> Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p><b>Content:</b> Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p><b>2.2.4.D.1.</b> Explain the impact of participation in different kinds of service projects on community wellness.</p>

<b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>E. Health Services and Information</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> Developing an awareness of potential hazards in the environment impacts personal health and safety.</p> <p><b>2.2.P.E.1.</b> Identify community helpers who assist in maintaining a safe environment.</p>	<p><b>Content:</b> Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p> <p><b>2.2.2.E.1.</b> Determine where to access home, school, and community health professionals.</p>	<p><b>Content:</b> Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p><b>2.2.4.E.1.</b> Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p> <p><b>2.2.4.E.2.</b> Explain when and how to seek help when experiencing a health problem.</p>

<p><b>2.3 Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p>		
<p><b>A. Medicines</b></p>		
<p><b>Pre-K</b></p>	<p><b>By the end of grade 2</b></p>	<p><b>By the end of grade 4</b></p>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p><b>2.3.2.A.1.</b> Explain what medicines are and when some types of medicines are used.</p> <p><b>2.3.2.A.2.</b> Explain why medicines should be administered as directed.</p>	<p><b>Content:</b> Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p><b>2.3.4.A.1.</b> Distinguish between over-the-counter and prescription medicines.</p> <p><b>2.3.4.A.2.</b> Determine possible side effects of common types of medicines.</p>

<p><b>2.3 Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p>		
<p><b>B. Alcohol, Tobacco and Other Drugs</b></p>		
<p><b>Pre-K</b></p>	<p><b>By the end of grade 2</b></p>	<p><b>By the end of grade 4</b></p>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> Use of drugs in unsafe ways is dangerous and harmful.</p> <p><b>2.3.2.B.1.</b> Identify ways that drugs can be abused.</p> <p><b>2.3.2.B.2.</b> Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p><b>2.3.2.B.3.</b> Explain why tobacco smoke is harmful to nonsmokers.</p> <p><b>2.3.2.B.4.</b> Identify products that contain alcohol.</p> <p><b>2.3.2.B.5.</b> List substances that should never be inhaled and explain why.</p>	<p><b>Content:</b> Use of drugs in unsafe ways is dangerous and harmful.</p> <p><b>2.3.4.B.1.</b> Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p><b>2.3.4.B.2.</b> Compare the short- and long-term physical effects of all types of tobacco use.</p> <p><b>2.3.4.B.3.</b> Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p><b>2.3.4.B.4.</b> Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p><b>2.3.4.B.5.</b> Identify the short- and long- term physical effects of inhaling certain substances.</p>

<p><b>2.3 Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</p>		
<p><b>C. Dependency, Addiction and Treatment</b></p>		
<p><b>Pre-K</b></p>	<p><b>By the end of grade 2</b></p>	<p><b>By the end of grade 4</b></p>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> Substance abuse is caused by a variety of factors.</p> <p><b>2.3.2.C.1.</b> Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p><b>Content:</b> There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p><b>2.3.2.C.2.</b> Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	<p><b>Content:</b> Substance abuse is caused by a variety of factors.</p> <p><b>2.3.4.C.1.</b> Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p><b>2.3.4.C.2.</b> Differentiate between drug use, abuse, and misuse.</p> <p><b>2.3.4.C.3.</b> Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p>

<p><b>2.4 Human Relationships and Sexuality:</b> 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><b>A. Relationships</b></p>		
<p><b>Pre-K</b></p>	<p><b>By the end of grade 2</b></p>	<p><b>By the end of grade 4</b></p>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> The family unit encompasses the diversity of family forms in contemporary society.</p> <p><b>2.4.2.A.1.</b> Compare and contrast different kinds of families locally and globally.</p> <p><b>2.4.2.A.2.</b> Distinguish the roles and responsibilities of different family members.</p> <p><b>2.4.2.A.3.</b> Determine the factors that contribute to healthy relationships.</p>	<p><b>Content:</b> The family unit encompasses the diversity of family forms in contemporary society.</p> <p><b>2.4.4.A.1.</b> Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p><b>2.4.4.A.2.</b> Explain why healthy relationships are fostered in some families and not in others.</p>

<p><b>2.4 Human Relationships and Sexuality:</b> 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><b>B. Sexuality</b></p>		
<p><b>Pre-K</b></p>	<p><b>By the end of grade 2</b></p>	<p><b>By the end of grade 4</b></p>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> Gender-specific similarities and differences exist between males and females.</p> <p><b>2.4.2.B.1.</b> Compare and contrast the physical differences and similarities of the genders.</p>	<p><b>Content:</b> Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p> <p><b>2.4.4.B.1.</b> Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>

<p><b>2.4 Human Relationships and Sexuality:</b> 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><b>C. Pregnancy and Parenting</b></p>		
<p><b>Pre-K</b></p>	<p><b>By the end of grade 2</b></p>	<p><b>By the end of grade 4</b></p>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> The health of the birth mother impacts the development of the fetus.</p> <p><b>2.4.2.C.1.</b> Explain the factors that contribute to a mother having a healthy baby.</p>	<p><b>Content:</b> The health of the birth mother impacts the development of the fetus.</p> <p><b>2.4.4.C. 2.</b> Relate the health of the birth mother to the development of a healthy fetus.</p> <p><b>Content:</b> Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p> <p><b>2.4.4.C.1.</b> Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p>

<b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
<b>A. Movement Skills and Concepts</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p> <p><b>2.5.P.A.1.</b> Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p><b>2.5.P.A.2.</b> Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <p><b>2.5.P.A.3.</b> Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</p>	<p><b>Content:</b> Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p><b>2.5.2.A. 1.</b> Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p><b>2.5.2.A.2.</b> Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p><b>2.5.2.A.3.</b> Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p><b>2.5.2.A.4.</b> Correct movement errors in response to feedback.</p>	<p><b>Content:</b> Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p><b>2.5.4.A.1.</b> Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p><b>2.5.4.A.2.</b> Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p><b>2.5.4.A.3.</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><b>Content:</b> Ongoing feedback impacts improvement and effectiveness of movement actions.</p> <p><b>2.5.4.A.4.</b> Correct movement errors in response to feedback and explain how the change improves performance.</p>

<b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
<b>B. Strategy</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> Teamwork consists of effective communication and other interactions between team members.</p> <p><b>2.5.2.B.1.</b> Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p><b>2.5.2.B.2.</b> Explain the difference between offense and defense.</p> <p><b>2.5.2.B.3.</b> Determine how attitude impacts physical performance.</p> <p><b>2.5.2.B.4.</b> Demonstrate strategies that enable team members to achieve goals.</p>	<p><b>Content:</b> Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</p> <p><b>2.5.4.B.1.</b> Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p><b>2.5.4.B.2.</b> Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p>

<b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
<b>C. Sportsmanship, Rules, and Safety</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> None at this grade level.</p>	<p><b>Content:</b> Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p><b>2.5.2.C.1.</b> Explain what it means to demonstrate good sportsmanship.</p> <p><b>2.5.2.C.2.</b> Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	<p><b>Content:</b> Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p><b>2.5.4.C.1.</b> Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p><b>2.5.4.C.2.</b> Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>

<b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
<b>A. Fitness and Physical Activity</b>		
<b>Pre-K</b>	<b>By the end of grade 2</b>	<b>By the end of grade 4</b>
<p><b>Content:</b> Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p> <p><b>2.6.P.A.2.</b> Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <p><b>2.6.P.A.1.</b> Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p>	<p><b>Content:</b> Appropriate types and amounts of physical activity enhance personal health.</p> <p><b>2.6.2.A.1.</b> Explain the role of regular physical activity in relation to personal health.</p> <p><b>2.6.2.A.2.</b> Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p><b>2.6.2.A.3.</b> Develop a fitness goal and monitor progress towards achievement of the goal.</p>	<p><b>Content:</b> Each component of fitness contributes to personal health as well as motor skill performance.</p> <p><b>2.6.4.A.1.</b> Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p><b>2.6.4.A.2.</b> Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p><b>2.6.4.A.3.</b> Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p><b>2.6.4.A.4.</b> Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>

