

STANDARD 2.1 (WELLNESS)
Strands and Cumulative Progress Indicators (CPIs)
5-8

Cumulative Progress Indicators by Grade		
Strand	5-6	7-8
A. Personal Health	<ol style="list-style-type: none"> 1. Discuss the physical, social, emotional, and intellectual dimensions of wellness. 2. Describe the appropriate use of healthcare and personal hygiene products. 3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness. 4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness. 5. Discuss how technology impacts wellness. 	<ol style="list-style-type: none"> 1. Describe the appropriate selection and use of healthcare and personal hygiene products. 2. Evaluate the impact of health behaviors and choices on personal and family wellness. 3. Interpret health data to make predictions about wellness. 4. Investigate how technology and medical advances impact wellness.
B. Growth and Development	<ol style="list-style-type: none"> 1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness. 2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth. 3. Discuss how heredity and physiological changes contribute to an individual's uniqueness. 	<ol style="list-style-type: none"> 1. Discuss how body systems are interdependent and interrelated. 2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness. 3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.
C. Nutrition	<ol style="list-style-type: none"> 1. Discuss factors that influence food choices. 2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan. 3. Analyze nutrition information on food packages and labels. 4. Discuss the short- and long-term benefits and risks associated with nutritional choices. 	<ol style="list-style-type: none"> 1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance. 2. Describe healthy ways to lose, gain, or maintain weight. 3. Describe the impact of nutrients on the functioning of human body systems. 4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.
D. Diseases and Health Conditions	<ol style="list-style-type: none"> 1. Compare and contrast methods used to diagnose and treat diseases and health conditions. 2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions. 3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS. 4. Discuss the use of public health strategies to prevent diseases and health conditions. 5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression. 	<ol style="list-style-type: none"> 1. Investigate current and emerging methods to diagnose and treat diseases and health conditions. 2. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited. 3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer. 4. Analyze local and state public health efforts to prevent and control diseases and health conditions. 5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.
E. Safety	<ol style="list-style-type: none"> 1. Compare and contrast the incidence and characteristics of 	<ol style="list-style-type: none"> 1. Assess situations in the home, school, and community for perceived vs.

	<p>intentional and unintentional injuries in adolescents.</p> <p>2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.</p> <p>3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.</p> <p>4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.</p>	<p>actual risk of injuries.</p> <p>2. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.</p> <p>3. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.</p> <p>4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.</p> <p>5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.</p>
F. Social and Emotional Health	<p>1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.</p> <p>2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.</p> <p>3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.</p> <p>4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.</p> <p>5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p> <p>6. Discuss how stereotyping might influence one's goals, choices, and behaviors.</p>	<p>1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.</p> <p>2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.</p> <p>3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.</p> <p>4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.</p> <p>5. Debate the consequences of conflict and violence on the individual, the family, and the community.</p> <p>6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.</p> <p>7. Analyze how culture influences the ways families and groups cope with crisis and change.</p>

STANDARD 2.2 (INTEGRATED SKILLS)
Strands and Cumulative Progress Indicators (CPIs)
5-8

Cumulative Progress Indicators by Grade		
Strand	5-6	7-8
A. Communication	<p>1. Summarize health information from a variety of valid and reliable health resources.</p> <p>2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.</p> <p>3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.</p>	<p>1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.</p> <p>2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.</p> <p>3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.</p> <p>4. Assess the use of active and reflective listening.</p>

	<ol style="list-style-type: none"> 4. Describe and demonstrate active and reflective listening. 5. Compare and contrast the economic and social purposes of health messages presented in the media. 	<ol style="list-style-type: none"> 5. Analyze the economic and political purposes and impacts of health messages found in the media.
B. Decision Making	<ol style="list-style-type: none"> 1. Demonstrate effective decision making in health and safety situations. 2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices. 3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made. 4. Explain how personal ethics influence decision making. 	<ol style="list-style-type: none"> 1. Demonstrate and assess the use of decision-making skills in health and safety situations. 2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages. 3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills. 4. Discuss how ethical decision making requires careful thought and action. 5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.
C. Planning and Goal Setting	<ol style="list-style-type: none"> 1. Use health data and information to formulate health goals. 2. Develop strategies to support the achievement of short- and long-term health goals. 	<ol style="list-style-type: none"> 1. Analyze factors that support or hinder the achievement of personal health goals.
D. Character Development	<ol style="list-style-type: none"> 1. Describe actions and situations that show evidence of good character. 2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others. 	<ol style="list-style-type: none"> 1. Analyze how character development can be enhanced and supported by individual, group, and team activities. 2. Compare and contrast the characteristics of various role models and the core ethical values they represent. 3. Explain how community and public service supports the development of core ethical values. 4. Analyze personal and group adherence to student codes of conduct.
E. Leadership, Advocacy, and Service	<ol style="list-style-type: none"> 1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role. 2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback. 3. Develop and articulate a group's goals and vision. 4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict. 5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations. 6. Formulate and express a position on health issues and educate peers about the health issue or cause. 7. Discuss local and state laws that impact personal, family, and 	<ol style="list-style-type: none"> 1. Demonstrate the ability to function effectively in both leadership and supportive roles. 2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments. 3. Develop and articulate a group's goals, shared values, and vision. 4. Plan and implement volunteer activities to benefit a health organization or cause. 5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.

	community wellness and formulate ways that individuals and groups can work together to improve wellness.	
F. Health Services and Careers	<ol style="list-style-type: none"> 1. Categorize health and fitness services available in the school and community and demonstrate how to access them. 2. Investigate health and fitness career opportunities. 	<ol style="list-style-type: none"> 1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs. 2. Compare and contrast preparation and job requirements for health and fitness careers.

STANDARD 2.3 (DRUGS AND MEDICINES)
Strands and Cumulative Progress Indicators (CPIs)
5-8

Cumulative Progress Indicators by Grade		
Strand	5-6	7-8
A. Medicines	<ol style="list-style-type: none"> 1. Discuss factors to consider when choosing an over-the-counter medicine. 2. Discuss medicines used to treat common diseases and health conditions. 3. Discuss the safe administration and storage of over-the-counter and prescription medicines. 4. Describe factors that impact the effectiveness of a medicine. 	<ol style="list-style-type: none"> 1. Compare and contrast commonly used over-the-counter medicines. 2. Classify commonly administered medicines and describe the potential side effects of each classification. 3. Recommend safe practices for the use of prescription medicines. 4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.
B. Alcohol, Tobacco and Other Drugs	<ol style="list-style-type: none"> 1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease. 2. Describe ways to reduce the health impact of tobacco smoke on non-smokers. 3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries. 4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death. 5. Discuss the classifications of illegal drugs and controlled substances and give examples of each. 6. Describe the physical and behavioral effects of each classification of drugs. 7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. 8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances. 	<ol style="list-style-type: none"> 1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries. 2. Investigate the health risks posed to nonsmokers by second hand/passive smoking. 3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries. 4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior. 5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances. 6. Compare and contrast the physical and behavioral effects of each classification of drugs. 7. Analyze health risks associated with injecting drug use. 8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances. 9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy,

		and STDs.
C. Dependency/Addiction and Treatment	<ol style="list-style-type: none"> 1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. 2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit. 3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models. 4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle. 	<ol style="list-style-type: none"> 1. Analyze the physical, social, and emotional indicators and stages of dependency. 2. Discuss ways to quit using substances and discuss factors that support the ability to quit. 3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs. 4. Describe how substance abuse affects the individual, the family, and the community.

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY)
Strands and Cumulative Progress Indicators (CPIs)
5-8

Cumulative Progress Indicators by Grade		
Strand	5-6	7-8
A. Relationships	<ol style="list-style-type: none"> 1. Compare and contrast the interconnected and cooperative roles of family members. 2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs. 3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it. 4. Describe how peer relationships may change during adolescence. 5. Discuss different forms of dating and explain the role of dating in personal growth. 	<ol style="list-style-type: none"> 1. Compare and contrast the current and historical role of marriage and the family in community and society. 2. Discuss changes in family structures and the forces that influence change. 3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage. 4. Discuss factors that enhance and sustain loving, healthy relationships. 5. Describe how various cultures date or select life partners. 6. Differentiate among affection, love, commitment, and sexual attraction. 7. Describe the signs of an unhealthy relationship and develop strategies to end it. 8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
B. Sexuality	<ol style="list-style-type: none"> 1. Describe the individual growth patterns of males and females during adolescence. 2. Discuss strategies to remain abstinent and resist pressures to become sexually active. 3. Discuss the possible physical, social, and emotional impacts 	<ol style="list-style-type: none"> 1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty. 2. Analyze internal and external pressures to become sexually active. 3. Describe the physical, emotional, and social benefits of sexual

	<p>of adolescent sexual activity.</p> <ol style="list-style-type: none"> 4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy. 5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them. 6. Discuss how parents, peers, and the media influence attitudes about sexuality. 	<p>abstinence and develop strategies to resist pressures to become sexually active.</p> <ol style="list-style-type: none"> 4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity. 5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy. 6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use. 7. Discuss topics regarding sexual orientation. 8. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.
<p>C. Pregnancy and Parenting</p>	<ol style="list-style-type: none"> 1. Discuss fertilization, embryonic development, and fetal development. 2. Describe the signs and symptoms of pregnancy. 3. Recommend prenatal practices that support a healthy pregnancy. 4. Discuss the potential challenges faced by adolescent parents and their families. 5. Recommend sources of information and help for parents. 	<ol style="list-style-type: none"> 1. Describe fertilization and each stage of embryonic and fetal development. 2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed. 3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth. 4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth. 5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development. 6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood. 7. Describe effective parenting strategies and resources for help with parenting. 8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT)
Strands and Cumulative Progress Indicators (CPIs)
5-8

Cumulative Progress Indicators by Grade		
Strand	5-6	7-8
A. Movement Skills	<ol style="list-style-type: none"> 1. Demonstrate developmentally appropriate form when using movement skills in applied settings. 2. Demonstrate the use of force and motion to impact the quality of physical movement. 3. Employ the principles of space, effort, and relationships to modify movement. 4. Modify movement in response to dynamic, interactive environments. 5. Use visual and verbal cues to improve performance during a physical activity. 6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback. 7. Apply a learned skill to another movement setting. 8. Perform planned movement sequences based on a theme and using rhythm or music. 	<ol style="list-style-type: none"> 1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings. 2. Demonstrate how equilibrium, rotation, and range of motion impact performance. 3. Apply the impact of various applications of force and motion during physical activity. 4. Perform and assess the quality of movement flow in response to dynamic, interactive environments. 5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another. 6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback. 7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).
B. Movement Concepts	<ol style="list-style-type: none"> 1. Analyze movement sequences for the proper use of body mechanics and suggest improvements. 2. Discuss how the principles of force and motion impact the quality of movement. 3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement. 4. Describe how to refine and increase control when performing movement skills. 5. Discuss how to modify movement in response to dynamic, interactive environments. 6. Analyze how a movement skill can be transferred to another movement setting. 7. Discuss how practice, regular participation, and appropriate feedback improve performance. 8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork. 	<ol style="list-style-type: none"> 1. Describe how equilibrium, rotation, and range of motion impact performance. 2. Analyze the application of balance and counterbalance when performing or observing movement skills. 3. Compare and contrast the use of space and flow in physical activities. 4. Summarize how movement can be made more interesting, creative, or effective. 5. Discuss the stages of movement skill development and the importance of practice. 6. Describe the influence of history and culture on games, sports, and dance.
C. Strategy	<ol style="list-style-type: none"> 1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies. 	<ol style="list-style-type: none"> 1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.
D. Sportsmanship, Rules, and Safety	<ol style="list-style-type: none"> 1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment. 	<ol style="list-style-type: none"> 1. Analyze participant and observer behaviors for evidence of good sportsmanship. 2. Employ general- and activity-specific rules and analyze their

	<p>2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.</p> <p>3. Select, use, and care for equipment used during physical activity.</p>	impact on participation.
E. Sport Psychology	1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.	1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

STANDARD 2.6 (FITNESS)
Strands and Cumulative Progress Indicators (CPIs)
5-8

Cumulative Progress Indicators by Grade		
Strand	5-6	7-8
A. Fitness and Physical Activity	<p>1. Describe the physical, social, and emotional benefits of regular physical activity.</p> <p>2. Differentiate among activities that improve skill fitness versus health-related fitness.</p> <p>3. Describe how body systems adapt over time to regular physical activity.</p> <p>4. Describe how gender, age, heredity, training, and health behaviors impact fitness.</p> <p>5. Investigate technological advances that impact physical activity and fitness.</p> <p>6. Describe the relationship between physical activity, healthy eating, and body composition.</p>	<p>1. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.</p> <p>3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.</p> <p>4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.</p> <p>5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.</p> <p>6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.</p>
B. Training	<p>1. Discuss the relationship between practice, training, and injury prevention.</p> <p>2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.</p> <p>3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.</p> <p>4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.</p>	<p>1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.</p> <p>2. Apply training principles to establish a progression of activity that will improve each component of fitness.</p> <p>3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.</p> <p>4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.</p>

<p>C. Achieving and Assessing Fitness</p>	<ol style="list-style-type: none"> 1. Engage in moderate to vigorous forms of physical activity that address each component of fitness. 2. Engage in physical activity at a target heart rate for a minimum of 20 minutes. 3. Monitor physiological indicators before, during, and after exercise. 4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan. 5. Demonstrate age- and gender-specific progress towards improving each component of fitness. 	<ol style="list-style-type: none"> 1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness. 2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate. 3. Monitor physiological responses before, during and after exercise and compare changes. 4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan. 5. Demonstrate age- and gender-specific progress towards improving each component of fitness.
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