

HEALTHFUL LIVING EDUCATION

K-12

Standard Course of Study and
Grade Level Competencies



**NORTH CAROLINA
STANDARD COURSE
OF STUDY**

CURRICULUM AND SCHOOL REFORM SERVICES
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FOREWARD

North Carolina has had a *Standard Course of Study* since 1898. Since that time, the curriculum has been revised periodically to reflect the changing needs of students and society. The most recent total revision of the state curriculum occurred in 1985. The 1985 *Standard Course of Study* reflected the knowledge and skills, and attitudes needed to function effectively in an industrial age. It also included efforts to develop mature thinkers and problem solvers.

In the years since 1985, we have witnessed a dramatic shift in the needs of business and industry, and society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students must attain enabling skills such as reading, writing, and computing, they must also attain the new basics, which include creative thinking and problem solving, interpersonal skills, negotiation and teamwork. Also since 1985, all the major content areas have developed National Standards, which guide curriculum revisions. Major recent school reform efforts such as the ABC Plan with strong accountability components have necessitated an even more clearly defined state curriculum.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the *Standard Course of Study*. The revisions are futuristic in outlook. They look at what students will need to know and be able to do to be successful in the 21st century.

June St. Clair Atkinson, Superintendent

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The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revision and printing of the *North Carolina Standard Course of Study* would not have been possible.

We wish to express a special thanks to:

- Curriculum and School Reform Services for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff contributed greatly to the completion of this task,
- the many public school educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum, and
- the Communications and Information Division for technical assistance in the publication of the documents.

The curriculum will continue to be revised and improved to meet the needs of the children of North Carolina.

INTRODUCTION

Standard Course of Study and
Grade Level Competencies

K-12



INTRODUCTION

Background and Overview

History

North Carolina has maintained a *Standard Course of Study* since the 1890's. That document was a brief, simple guide that outlined the curriculum for the public schools. Every five to seven years since that time, the *Standard Course of Study* has been revised to reflect the needs of North Carolina students.

Following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina Department of Public Instruction began a revision of the *Standard Course of Study*. These efforts to define a basic education program for the State resulted in two publications:

- The Basic Education Program for North Carolina's Public Schools (Adopted by the State Board of Education in response to a legislative mandate) – outlines the curriculum, programs not confined to subject areas, general standards, material to support, and staffing which should be provided in all schools throughout the State.
- The North Carolina *Standard Course of Study* (Adopted as policy by the State Board of Education) – sets content standards and describes the curriculum, which should be made available to every child in North Carolina's public schools. It includes the subject or skill areas of arts education, English language arts, guidance, healthful living, information/computer skills, mathematics, science, second language studies, social studies, and career and technical education. Also included are the philosophy and rationale underlying the curriculum framework, aligning curriculum and assessment, and providing for the needs of exceptional children.

Standard Course of Study

The revised *Standard Course of Study* has moved from a detailed, prescriptive curriculum guide to a more flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than the memorization and recall of information.

The revised *Standard Course of Study* is based on recent research on how students learn. A curriculum promotes integration through the identification of common skills and processes.

**Standard
Course of Study
(Continued)**

The *Standard Course of Study* includes the curriculum that should be made available to every child in North Carolina’s public schools. Many public schools in the state presently offer an even more comprehensive curriculum. Therefore, in some curriculum areas, electives were also included. The *Standard Course of Study* is part of the Department of Public Instruction’s continual improvement efforts. The curriculum will be revised on a regular basis to remain consistent with the changing needs of our nation, state, and local communities.

**Philosophy and
Rationale**

Education has long served as the key to equal opportunity for American citizens. We should be proud of our schools. Historically, American schools have prepared students to join an industrialized economy and become contributing citizens in their communities.

Today, however, the challenge of education is to prepare students for a rapidly changing world. Students in modern society must be prepared to:

- compete in a global economy,
- understand and operate complex communication and information systems, and
- apply higher level thinking skills to make decisions and solve problems. American businesses seek students with the knowledge and skills to succeed in the international marketplace of today’s information-based society. Whether at work or in post-secondary study, students must be able to apply what they have learned from their years of public schooling.

The purpose of the North Carolina *Standard Course of Study* is to guarantee that all students have equal access to the same basic curriculum. If public education is an avenue to equal opportunity, high standards must be set for all students. The *Standard Course of Study* does not seek to prescribe how schools should organize themselves or how teachers should instruct. Rather, the curriculum sets standards against which schools and teachers may judge their success.

**Curriculum
Integration**

The Department of Public Instruction views integration as a curriculum implementation strategy, which links the content and skills from various disciplines. There are various models of integration, which seek to achieve an acceptable degree of interdisciplinary learning. Generally, these models use the language and methodology from more than one discipline and focus on unifying themes, issues, problems, concepts, and experiences. These models help the learner make connections among the individual disciplines and are based upon the following beliefs.

**Curriculum
Integration
(Continued)**

Integration:

- Mirrors the real world in which we live.
- Motivates students by making learning relevant to their personal lives.
- Adds coherence to vast amounts of information by making connections among disciplines.
- Addresses the overcrowded curriculum by viewing content as a “means” not an “end.”
- Acknowledges reading, writing, speaking, listening, viewing, and the use of numbers as enabling skills within thinking process.
- Fosters collaboration among students and teachers.

Although the North Carolina Department of Public Instruction strongly endorses the concept of integration among various disciplines, local school districts, schools, and classroom teachers are best able to develop curricular units which will be meaningful to the teachers and students at the classroom level. It is the responsibility of the State to set quality curriculum and performance standards and to develop models of integration which link curriculum, instruction, and assessment.

**Thinking and
Reasoning Skills**

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. It is no longer adequate for students to simply memorize information for recall. If graduates are to function effectively now and in the 21st century, they must be able to acquire and integrate new information, make judgments, apply information, and reflect on learning.

Research during the 1960's in cognitive psychology has led to the study of the processes that underlie learning. Although there are numerous models of intelligence and learning, the following guiding assumptions serve as the foundation for a thinking framework for North Carolina's public schools.

- All students can become better thinkers.
- Thinking is content dependent and influenced by the learner's prior knowledge of that content.
- The teaching of thinking should be deliberate and explicit with an emphasis on the transfer and application of the thinking processes and skills.
- Thinking is improved when the learner takes control of his/her thinking processes and skills.
- Curriculum, instruction, and assessment should be aligned to enhance the teaching of thinking.
- Improving student thinking will require fundamental changes in the school culture, including lesson design, student assessment, classroom organization, and school governance.
- Over-emphasis on factual recall inhibits the development of thinking.

Thinking and Reasoning Skills (continued)

- Schools must model thoughtful behavior-decision making, problem solving, and other thinking processes.
 - Efforts to improve thinking within a school or school system should be guided by a conceptual framework and comprehensive plan.
 - There is no single best program for the teaching of thinking.
-

Dimensions of Thinking

The Department of Public Instruction* has adopted *Dimensions of Thinking** (1988) as the framework for the revised curriculum. The more recent work, *Dimensions of Learning* (1994), builds on the theory and research from *Dimensions of Thinking* and provides direction from a practitioner’s perspective.

- Thinking Skills: These are specific cognitive operations-the building blocks of thinking. Examples are observing, recalling, comparing, and ordering.
- Thinking Processes: These are complex sequences of thinking skills. Different processes involve variable sequences of thinking skills. They occur over time.
- Creative Thinking: This is the ability to form new combinations of ideas to fulfill needs. It is generative in nature and is usually judged by outputs.
- Critical Thinking: This is reasonable, reflective thinking – deciding what to believe. It is evaluative in nature and helps one not to be blinded by his/her own point of view.
- Metacognition: This is the awareness of one’s own self as a thinker.

* Marzano, R.J. et.al.(1988). *Dimensions of Thinking*, Alexandria, VA: Association for Supervision and Curriculum.

Alignment of Curriculum and Assessment

The North Carolina *Standard Course of Study* sets content standards for what students should know and be able to do. The North Carolina ABCs Accountability Plan establishes performance standards, which specify the level of proficiency a student must reach in order to have met specific content standards in specified subject areas. These performance standards are indicators of proficiency for those content areas that are tested.

Balanced Assessment Program

A balanced assessment program for North Carolina schools, teachers, and students serves multiple purposes. Classroom assessment informs instruction and monitors students’ progress, while statewide testing focuses on accountability for students’ achievement and quality programs. Accountability measures are the means of checking broadly to determine what has been learned within the school. These assessments allow for corrections in instructional focus at a program level and are important

**Balanced
Assessment
Program
(continued)**

indicators of the degree to which all students are learning the *Standard Course of Study*. These data also help teachers determine students' progress from year to year. Results from accountability measures provide one source of information for parents and the public in a timely and accurate manner.

Ongoing classroom assessments are multifaceted and document students' progress over time. They are planned and administered by the classroom teacher and are focused on improving learning, readjusting instruction, and promoting quality, in-depth student work. These assessments make sure of various strategies such as observations and open-ended questions and resources such as instructional management systems (test item banks) and portfolios. They encourage the observation of processes and the collection of student products. These assessments inform instructional planning and student, teacher, and parent conferences where individual student progress and future goals are discussed.

The North Carolina Department of Public Instruction believes that a balanced assessment program supports implementation of the *Standard Course of Study*. Balanced assessment includes testing for accountability purposes and the continual development of quality classroom assessment as vehicles to prepare students to master high content and performance standards. The strategies most likely to result in long-term growth and learning of high quality will result from effective use of classroom assessment as an integral part of instruction. Additionally, strong classroom assessment engages students in self-assessment and greater ownership for their own learning. Quality classroom assessment is essential to the goals of high student achievement and the continuous improvement of schools.

**Learning
Targets**

A strong model for teaching and learning includes classroom assessment as an integral part of a balanced assessment program. In an instruction-assessment cycle *assessment methods* are tied to *learning targets* and then to *decisions* about instruction. (See Figure 1 on page xiv.) In the initial part of the cycle, learning targets (goals) are clarified and students know in advance, what they are expected to learn. Teachers use their in-depth understanding of the curriculum to identify the most important learning goals and establish priorities for instruction in order to build on students' prior understandings. They consider multiple targets - factual information, concepts, processes, reasoning, applications, and attitudes. They establish high expectations for all students for all important learning targets. Most importantly, they are able to clarify for themselves and their students what those targets are and what mastery of them will look like.

Assessment Methods

Since the primary users of classroom assessment are teachers and students, the most important purpose is to direct and inform student learning. Teachers and students need multiple evidences about each student's understandings and performances to diagnose, monitor progress, evaluate achievement, and plan for future instruction. Teachers use a variety of assessment methods, both formal and informal, to gather evidence of student learning. They match the type of assessment method to the learning target they want to measure and use strategies that ask students to demonstrate their thinking and reasoning.

Through an ongoing process, teachers may use classroom activities to both instruct and assess at the same time. What is important is that evidence of student learning is gathered with a variety of assessment methods, in multiple contexts and over an extended period of time.

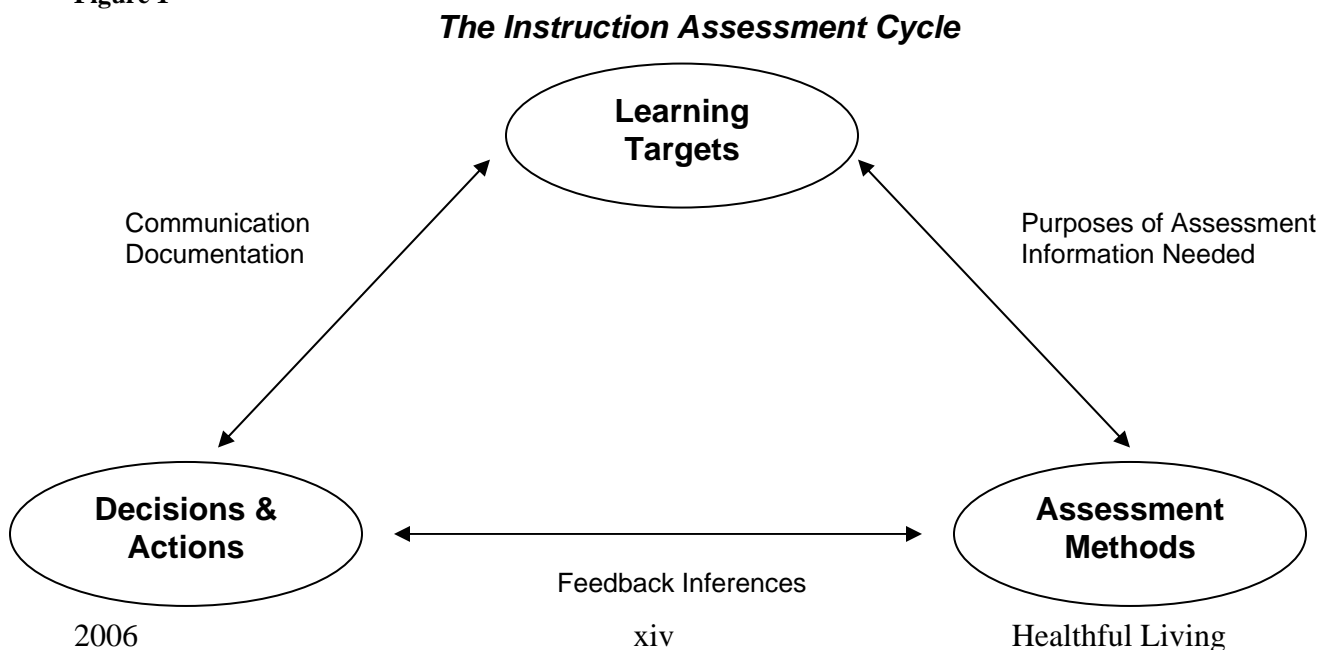
Decisions & Actions

As they gather the evidence about students' learning through classroom assessment, teachers make sense of assessment information. They ask themselves reflective questions. For example, they may ask:

- What do these errors actually tell me about the students' thinking and understanding?
- Do I have sufficient evidence to know how well the students really understand?
- How well can I generalize about how much students know and can do?
- What other evidence may I need?

Reflection helps teachers decide what information and feedback can be extracted from student assessment data and what inferences and interpretations can be made about student learning.

Figure 1



**Communication
Documentation**

In the last part of the model, teachers document, act on, and communicate information from the assessments. By taking action based upon what the students understand and can do, teachers are likely to be more effective in their decisions. They may decide to re-teach key concepts, to move to the next unit of instruction, to regroup students for further instruction, or to allow more practice and application time. Documentation of student learning occurs throughout the teaching and learning model and will include diverse formats: checklists, anecdotal records, observations, grades, portfolios. Communication can provide clear, precise, usable feedback to students, parents, administrators, or other interested adults. This communication can be formal (a report card or scheduled conference) or informal (a telephone conversation, note, or conversation). The cycle of teaching and learning will repeat again and again throughout the year, with the teacher's identifying and clarifying the next learning targets.

Both classroom assessment and statewide testing focus on the learning targets that are described in the *Standard Course of Study*, albeit for different purposes. Future changes in the scope and form of statewide assessments will therefore be based on the *Standard Course of Study*.

Programs for Children with Special Needs

The Purpose Of Programs

The main purpose of exceptional children's program is to ensure that students with disabilities develop mentally, physically, and emotionally to the fullest extent possible through an appropriate, individualized education in the least restrictive environment.

Children with special needs are students who because of permanent or temporary mental, physical, or emotional disabilities need special education and are unable to have all their educational needs met in a regular class without special education or related services. Children with special needs include those who are autistic, hearing impaired (deaf and hard of hearing), mentally handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired (blind or partially sighted). See Section .1501 or Procedures Governing Programs and Services for Children with Special needs for definitions of these classifications.

Programs and services for children with special needs may be classified as both instructional programs and instructional support services, depending on the educational need of an individual student.

Content Sequence

Curricula for most children with special needs follow the curricula for students in general education. Emphasis must be given to instruction in English language arts, arts education, social studies, healthful living, mathematics, science, career and technical education, depending on the needs of the individual student. Attention must focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for students with disabilities is based on a comprehensive assessment, and states in writing the special education offerings to be provided to each student with a disability.

Learning Outcomes

Learning outcomes - knowledge, skills, concepts, understanding, and attitudes - for students with disabilities will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet these outcomes in general education and will need a totally different curriculum.

**Curriculum
Adaptation**

The purpose for adapting or changing curricula and teaching and learning strategies for students with disabilities is to help them achieve at their highest level, and to prepare them to function as independently as possible. Completion of school experience by students with disabilities is determined by meeting the requirements for graduation or by attaining the goals in the Individualized Education Program, or both. To graduate with a diploma, an exceptional student must earn the State mandated units of credit based on successful completion of course work, and acceptable scores on tests adopted by the State. Exceptional students who do not meet the State and local requirements for a diploma but meet other requirements for graduation, will be eligible to participate in graduation exercises and receive a certificate of achievement.

Although course requirements are the same for exceptional students and non-exceptional students, the instruction must be tailored to meet each student's individual needs. Instruction is based on the curricula needs (academic, affective, motor, and vocational) of each student with a disability. Instruction varies from student to student so curricula may vary also. The key to all education for students with disabilities is the Individualized Education Plan.

State of North Carolina Graduation Requirements

North Carolina high school students are expected to meet specific state requirements in order to receive a high school diploma. These requirements apply to all students across the state and help ensure that all graduates have met certain standards. These standards for achievement and courses are designed to prepare students for higher education and for work as adults.

In addition to state standards, local school boards may set other standards for graduates.

Ninth graders entering high school for the first time in 2000-01 also are required to select and complete one of four courses of study before they graduate. This marks the first time that North Carolina has required students to meet this standard. Educators hope that this will spur students to consider more carefully their future opportunities and to plan accordingly.

Graduation Requirements – plan ahead!

There are three types of requirements that students must meet: credits, Course of Study and tests.

Students, with their parents' input, need to decide if they are planning for a career immediately after high school graduation, if the student plans to pursue a two-year or community college degree, or if the student will pursue a four-year college or university degree. If undecided, students should take the most rigorous course of study in which they can be successful, particularly in mathematics. Students need to understand the education and other preparation required for the career they choose to pursue as adults.

Students and their parents should review this plan annually to determine any changes needed.

Credits and Courses of Study

Students must select a Course of Study to guide the courses they take during high school. Three of the four Courses of Study – Career Prep, College Tech Prep, and College/University Prep – are designed for students to go directly to work or to a community or technical college or to a four-year college or university. A fourth Course of Study, the Occupational Course of Study, is designed for certain students with disabilities who have an Individualized Education Plan. Most students, regardless of Course of Study, take credits in the same core curricular areas. In fact, the Courses of Study provide enough flexibility for students to modify their Course of Study if they choose to do so.

The Career, Prep, College Tech Prep, and College/University Prep Courses of Study require a minimum of

4 credits in English	3 credits in science
*3 credits in mathematics	1 credit Health/Physical Education electives
3 credits in social studies	

Please see chart on Page xix for additional information about credit requirements.

*The College/University Prep Courses of Study requires 4 credits in mathematics for first time ninth graders beginning in 2002-03.

NC COURSE OF STUDY GRADUATION REQUIREMENTS*

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL *** Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I (This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC)	3 Credits** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I&II, OR Integrated Mathematics I, II, & III	4 Credits (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Civics and Economics, US History, World History*****	3 Credits Civics and Economics, US History, World History*****	3 Credits Civics and Economics, US History, World History***** (2 courses to meet UNC minimum admission requirements- US History & 1 elective)	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)
Second Language	Not required	Not required**	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/ Physical Education	1 Credit Health/ Physical Education	1 Credit Health/ Physical Education	1 Credit Health/ Physical Education
Career Technical	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
JROTC	4 Credits in JROTC; OR			
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course			
	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other require- ments*****	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits: Occupational Preparation I, II, III, IV**** Elective credits/completion of IEP objectives/ Career Portfolio- required
TOTAL	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

*Effective for ninth graders entering for the first time in 2000-01. The additional mathematics credit in college/university prep is for entering ninth graders of 2002-03.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

*****Examples of electives include JROTC and other courses that are of interest to the student.

*****Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

History

In March, 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. In March, 1990, the State Board of Education revised the program and re-designated it the North Carolina Academic Scholars Program. Again, the State Board of Education revised the program requirements in August 2002 to make it more consistent with graduation requirements and promote rigorous academic study. The current plan will remain in effect for students who entered ninth grade for the first time in or before 2002-2003. The revised plan is effective for students who enter the ninth grade for the first time in or after 2003-2004. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

Recognition

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

final revision 8-8-02

This plan is in effect for students who entered the ninth grade for the first time in or before 2002-2003.		The following revised plan is effective for students who enter the ninth grade for the first time in or after 2003-2004.		CHANGES
Students must: <ul style="list-style-type: none"> • begin planning for the program <u>before</u> entering grade 9 to ensure they obtain the most flexibility in their courses. • complete all the requirements of this North Carolina Academic Scholars Program. • have an overall four-year grade average of B or its equivalent as determined by the local board of education. 		Students must: <ul style="list-style-type: none"> • begin planning for the program <u>before</u> entering grade 9 to ensure they obtain the most flexibility in their courses. • complete all the requirements of this North Carolina Academic Scholars Program. • have an overall four-year unweighted grade point average of 3.5. • complete all requirements for a North Carolina high school diploma. 		Unweighted grade point average of 3.5 rather than a B Completion of all requirements for a high school diploma
Credits	The following designated number of credits per subject area listed below <u>must</u> be taken in grades 9-12.	Credits	The following designated number of credits per subject area listed below <u>must</u> be taken in grades 9-12.	
4	English I,II,III,IV	4	English Language Arts I,II,III,IV	none
3	Mathematics (Algebra I, Geometry, Algebra II or one unit of advanced mathematics for which Algebra II is a prerequisite)	4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	One additional credit required, optional Integrated Math sequence
3	Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics)	3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	Physics OR Chemistry, an Earth/Environmental Science course specified
3	Social Studies (Government/Economics, U.S. History, and one world studies course)	3	Social Studies (World History, Civics/Economics, and U.S. History)	World History specified
2	Foreign Languages (two levels of the same language)	2	Languages other than English (two credits of the same language)	none
1	Health/Physical Education	1	Healthful Living	none
2	Additional units selected from among English, Mathematics, Science, Social Studies or Foreign Language courses	1	Career and Technical Education	A new credit required in Career/Technical Education and in Arts Education
1		1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)	
4	Electives	5	Elective credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)	Two second-level or advanced level courses required
22	Note: Adopted by the State Board of Education on March 8, 1990. The above is the single plan applicable to graduates effective with the class of 1994.	24	Note: Adopted by the State Board of Education in August, 2002. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2003-2004.	Two additional credits required

HEALTHFUL LIVING

K-12

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PREFACE

Intent

The intent of the North Carolina *Healthful Living Standard Course of Study* is to establish competency goals and objectives for the teaching and learning of behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The *Healthful Living Standard Course of Study* is a combination of two content areas, health education and physical education. When the concepts of these areas are integrated and well taught, the health and well-being of students can be significantly enhanced. Healthy students who are present and alert in school have a head start on academic performance. “Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially” (Fit, Healthy, Ready to Learn, 2000). Research continues to demonstrate that childhood is a critical period in developing healthy active lifestyles, and adolescence is an important time to prevent risky behaviors and promote healthy decisions and habits that have lifelong effects. Therefore, the *Healthful Living Standard Course of Study* has been developed to guide teachers and students in the development of healthy behaviors, the teaching and learning of essential health related knowledge and skills, and the establishment of active lifestyles.

Because many more significant health issues exist than there is space for in the *Healthful Living Standard Course of Study*, the criteria listed below have been applied to select the current content and place it at the appropriate grade level.

The content:

- is necessary for behavior management, not just knowledge for its own sake.
- deals with an issue or behavior over which students have a significant measure of personal influence.
- focuses on the development of behavior management skills.
- can realistically be achieved by schools and students.
- deals with an important health outcome or risk factor (immediate danger or short-term/long term risk of mortality or morbidity.)
- is not customarily or totally dealt with by parents or others.
- is unlikely to be dealt with in another curricular area.
- is required by law or by State Board of Education policy.
- is for the entire student population at the appropriate grade level.
- is appropriate for all geographic areas in the state.

**Intent
(continued)**

- adequately represents the health needs of the various demographic groups in the state.
 - focuses on the physical, mental, emotional, and social dimensions of health.
 - emphasizes cognitive as well as personal-social skill development.
 - challenges students.
 - facilitates use of available, quality instructional resources.
 - aligns with national standards.
 - is consistent with research on effective programming in health and physical education.
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Revisions

The North Carolina *Healthful Living Standard Course of Study* (K-12) was last revised in 2000. Revisions in health education and physical education are necessary because:

- of the dynamic nature of health related information and issues.
 - research continues to advance our knowledge in the field of health awareness, prevention, and intervention.
 - societal changes affect health related norms, beliefs, and expectations.
 - of necessary alignment to revised national standards.
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**Changing Vision
in Healthful
Living**

Studies have shown a dramatic rise in the number of obese children in the last few decades in this country. The number of overweight children 6-17 years of age has more than doubled in the last thirty years. There are serious problems that can result from being obese as a child, including: low self concept, poor self-esteem, depression, poor body image, risk for eating disorders, hip and other bone problems, liver problems, early puberty, childhood overweight, sleep apnea and breathing problems, and adult health complications such as high blood pressure, heart disease, and diabetes. Clinical research demonstrates that obesity related health problems that exist in childhood continue into adulthood and increase with age. Consequently, the direct and indirect healthcare costs to society and the US economy are astounding.

**Changing Vision
in Healthful
Living
(continued)**

In 1997, costs related to obesity, physical inactivity, type II diabetes and low fruit and vegetable consumption cost NC over 2 billion in health care costs; In 2001, the costs were 16.1 billion; and in 2005, the costs have now soared to 24 billions for adults. If the adult trend continues, the costs of health care for adults is estimated to grow it is expected to be 36 billion by 2008. Youth health care costs are estimated at \$38.16 million and current trends show an increasing scale to more than 57 million by 2008 (Be Active NC, 2005).

Physical activity, maintaining hydration, and healthy eating balances brain chemicals, hormones, and other system functions. Research consistently supports the concept that healthy, active, fit children perform better academically in educational settings. The vision for healthful living is changing to capture the essence and needs to change the obesity trend and prepare our youth to be healthy and globally competitive in the 21st century.

**Technology &
Lifestyle Changes**

Technical advances in the field of medicine and prevention have added many years to people's life and enhanced the quality of many lives. Technology has also spared many Americans the burden of intense and excessive physical labor and for many people has alleviated the need for much physical movement at all. Technology has done much to advance the health of Americans; however, it has also contributed to the declining well-being of many. Automobiles, multiple modes of electronic entertainment such as DVD players, electronic games, and computers have transformed Americans into a sedentary culture. This sedentary culture is also being bombarded with numerous forms of positive and negative media marketing messages through technological advances.

Technology can positively influence the method in which healthful living courses are taught in public schools today. With the use of electronic body fat calipers, blood pressure cuffs, heart rate monitors, pedometers, video and digital cameras, computers, health related digital programs, and cardiovascular health monitoring systems, health education and physical education can move toward more self directed and self-monitored learning experiences.

**Relevance in
Healthful Living**

Americans are more sedentary than ever before. Changing societal values, technological advances, media influx, worldwide sharing of information, and changing roles of family and community increase the need for quality health and physical education. Because an increasing number of children in the United States are obese, childhood and adolescent obesity is one of today's most complex and immediate challenges and health concerns.

**Relevance in
Healthful Living
(continued)**

With the current increase in chronic disease and the overwhelming number of obese and overweight Americans, it is essential that young people begin to build healthy habits based on current health knowledge and skills at an early age. Equally important is the maintenance of positive health behaviors and skills to avoid behaviors that have negative health effects.

Program Review

These changes require an evaluation of all aspects of healthful living. There is a need to re-examine:

- the roles of teachers and students;
 - assessment practices;
 - necessary 21st Century skills;
 - the preparation and professional development of teachers;
 - the equality of teaching health education objectives and physical education objectives, and the level of support for health education and physical education from all parts of society.
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PHILOSOPHY

Most Important Health Behaviors and Risks

Appropriate healthful living instructional topics incorporate consideration of the health behaviors of children and adolescents that have potentially serious long-term and short-term health consequences. Some of the most important behaviors and/or risks include:

- involvement in violent acts, including physical fighting, bullying, weapon carrying and homicide;
- consuming excessive fat, calories, and sodium; and consuming insufficient fiber, folate and variety of foods;
- insufficient physical activity and poor nutrition;
- engaging in sexual activity which could lead to unintended pregnancy and disease;
- attempting suicide;
- driving while under the influence of alcohol and/or other drugs, traveling as a passenger with a driver who is impaired, driving too fast, and not using passenger restraints;
- not wearing bicycle helmets when riding bicycles;
- using harmful or illegal substances, including alcohol and tobacco;
- engaging in water-related recreation without appropriate floatation devices or supervision, or without skill in swimming and staying afloat, or while using alcohol and/or other drugs;
- inadequately preventing or responding to fire emergencies;
- participating in activity or sport without proper knowledge, supervision, and/or equipment, and facilities;
- operating an ATV or motorcycle under the age of 16, without helmets and without direct parental supervision (either on the vehicle or within visual supervision).

Healthful Living Skills

Skill development in healthful living occurs through both the study and application of the skills. The following skills align well with research on effective programs and national standards in health education and physical education.

Health Education Skills:

1. **Comprehend Concepts Related to Health Promotion and Disease Prevention** - Students should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving and maintaining good health.
2. **Accessing Information** – Students should demonstrate the ability to access valid health information and health promoting products and services.
3. **Self Management** – Students should demonstrate the ability to practice health-enhancing behaviors to reduce health risks by taking personal responsibility to assess health risks and determine health behaviors that will protect and promote health and reduce risks.
4. **Analyzing Influences** – Students should analyze the influence of internal and external influences on health and behaviors (e.g. society, media, technology, culture, family, friends).
5. **Interpersonal Communication** – Students should demonstrate the ability to use interpersonal communication skills to enhance health.
6. **Decision Making** – Students should demonstrate the ability to use effective decision-making skills to enhance health.
7. **Goal Setting** – Students should demonstrate the ability to use effective goal setting skills to enhance health.

**Healthful Living
Skills
(continued)**

Physical Education Skills:

1. Motor skills and movement patterns – Students should demonstrate the physical skills needed to enjoy participation in physical activities (e.g., throwing, running, skipping, striking skills that are further refined at middle school years and become more complex movement patterns such as tactics, catching on the move, or dance steps.)
 2. Applied knowledge – Students should demonstrate a competent level of understanding and decision making for movement concepts, principles, strategies and tactics as they apply to skill acquisition and performance (e.g., increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training.)
 3. Effective self- management – Students should utilize goal setting and establish patterns of regular participation in meaningful physical activity.
 4. Accepting responsibility for fitness – Students should develop self-initiated behaviors that promote personal and group success in activity from the knowledge, skill and concepts of physical education to live a healthy active lifestyle.
 5. Respect for similarities and differences– Students should achieve self-initiated behaviors that promote personal and group success, which include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction.
 6. Self-confidence and positive self –image – Students should develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.
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PURPOSE

“It is the growing belief that any future advances made in improving the nation’s health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual’s health-related attitudes, beliefs, and knowledge” (American Medical Association). The purpose of Healthful Living courses are to provide appropriate instruction and practice for the acquisition of behaviors, which contribute to a healthy lifestyle. This can be achieved through a program that reflects the needs of all students, including those with disabilities, throughout his/her school experience.

Benefits

The Healthful Living program, when appropriately reinforced in a comprehensive scope and sequence manner, can be expected to provide the following benefits for all students:

- lowering of the risk-taking behaviors that contribute to disease, injury and death;
- enhanced academic performance;
- desirable social behaviors and increase levels of self-image;
- establishment of the positive behaviors that promote higher levels of healthy living;
- higher morale and productivity and less absenteeism by students;
- development of appropriate levels of personal fitness and an understanding of the importance of physical activity for maintaining a viable and productive life;
- fewer instances of students dropping out of school due to health-related behaviors (e.g., pregnancy, alcohol and drug use or being dismissed from school due to violence or tobacco-related suspension);
- more students acknowledging the value of abstinence from sexual activity until marriage;

**Benefits
(continued)**

- lower health care expenses;
- increased awareness and respect for cultural diversity;
- healthier, more active workforce citizens, better equipped to handle personal and social environmental, safety, and medical care decisions; and
- appropriate skill development and behaviors for competence in at least three lifetime activities.

It is important to recognize that the *Healthful Living Standard Course of Study* does not describe a model or ideal program. Rather, it is a description of the basic or minimum competencies necessary. It is expected that local enrichment and adaptation are essential to the successful implementation of this program.

PROGRAM DESCRIPTION

Healthful Living is a combination of health education and physical education. The two courses should complement each other, as the objectives will reflect. Students should experience a sequential educational program that will involve learning a variety of skills, which enhance a person's quality of life.

Characteristics of Effective Healthful Living Programs

Today, health status is determined more by one's personal behaviors rather than advances in medical technology, availability of health services, or other factors; and research demonstrates that education in schools can influence the health-related behaviors of students. This research indicates that Healthful Living is most effective and efficient when it:

- utilizes educational theories and methods that have credible evidence of effectiveness are utilized;
- focuses on health-related behaviors, not just knowledge;
- emphasizes learning and practicing skills students need for healthful living;
- has a positive, wellness orientation;
- sequentially builds knowledge and skills from year to year;
- fosters understanding and practice of behavior change/reinforcement principles;
- actively involves students in learning and uses interactive methods;
- promotes positive peer influence and appropriate social norms;
- matches educational priorities with the appropriate age levels;
- is culturally and developmentally sensitive;

Characteristics of Effective Healthful Living Programs (continued)

- fosters positive social bonding between the student, school and community;
- is designed to enhance “protective factors” and move toward reversing or reducing known “risk factors;”
- has continuity through the grade levels;
- has adequate blocks of time devoted to it;
- is taught in classes that are the same average size as classes in other subject areas;
- has adequate equipment and facilities;
- is taught by highly qualified, well informed and licensed teachers, with adequate support, and teachers who are comfortable with the content, methods, materials, and skill progression;
- establishes and uses knowledge for lifetime fitness through various community resources such as but not limited to fitness councils, recreation departments, and fitness clubs;
- is reinforced by school policies, services, environment, parents, peer educators, community programs, media, and school staff.

A Quality Program

A quality Healthful Living program provides evidence of its effectiveness through accountable assessments of outcomes that have been achieved by students. It provides opportunities for the development of skills. It fosters an understanding of why, when, and how healthy behaviors may be incorporated into a daily lifestyle.

A quality program focuses on the health-related benefits of health and physical activity and how these benefits can be acquired and maintained. It promotes community and business involvement. It accommodates the needs and development levels of all students, regardless of language barriers, cultural differences, or physical and mental ability levels.

Quality teachers of health and human performance teach students how to apply the concepts, skills and knowledge of health and physical education in their daily lives and for a healthy active life.

**A Quality Program
(continued)**

In order for a program to incorporate all of these components, a teacher should enhance the existing *Standard Course of Study* and provide opportunities for adequate student learning and practice. Healthful Living instruction that prepares students for the 21st century should focus on:

- high academic standards with expectations of high achievement for every student;
 - a learning-centered curriculum with the teacher as the facilitator;
 - learning based on constructing meaningful concepts from facts;
 - learning health education and physical education in real-world contexts;
 - making connections within health education and physical education and with other content areas;
 - relating health education and physical education to the students' world;
 - active, hands-on learning;
 - more student responsibility and choice;
 - students inquiring, problem-solving, conjecturing, inventing, producing, and finding answers;
 - students working and learning cooperatively;
 - accommodating individual student needs, whether cultural, developmental, or cognitive;
 - infusing a multicultural perspective;
 - expanding resources to include local and global communities;
 - using technology to support instruction; and
 - integrating knowledge, skills and attitudes students will need in order to function successfully and healthfully in their communities, workplace, military, and in society.
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**Healthy Active
Children Policy
(HSP-S-000)**

In April 2005, the North Carolina State Board of Education passed a revision to HSP-S-000, the Healthy Active Children policy, which mandated a minimum of 30 minutes of physical activity daily for students in grades K-8. This activity should be in at least ten-minute intervals three times per day or in a 30-minute time frame. The policy stipulates that the physical activity must be at a moderate to vigorous level so that students could gain appropriate health benefits.

Additionally, in June 2005, Chairman Howard Lee established an Ad Hoc Committee on Physical Education to study the feasibility of implementing 150 minutes for physical education in elementary schools and 225 minutes of *Healthful Living Standard Course of Study* (health education and physical education) in the middle schools. The Ad Hoc Committee consisted of representatives of local and district level school personnel, state organizations, businesses, and health organizations. The Committee was charged to review the challenges, barriers, and resources surrounding this policy option and to furnish the State Board of Education with recommendations and a timeline in which schools could create a school environment that supports physical education.

**How Are Physical
Education and
Physical Activity
Different?**

There is a distinction between physical education and physical activity, yet many people use the terms interchangeably.

Physical Education is defined as a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills and confidence needed to adopt and maintain physically active lifestyles.

The physical education setting, whether the gym, field, or multipurpose room, is the classroom in which the curriculum of physical education is conducted and is taught by a licensed physical education specialist. This class should be treated with the same level of professional concern as other learning environments.

Physical Activity is defined by the Centers of Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that results in energy expenditure.

ORGANIZATION OF THE CURRICULUM

The *Healthful Living Standard Course of Study* is organized by grade level, competency goals, and objectives. Objectives that build gradually and sequentially are provided for each grade level, K–High School, and the same strands and competency goals occur in every grade level. This organization serves to provide continuity to the sequence of students’ learning and provides opportunities to reinforce specific healthful behaviors at several grade levels.

A rectangular, double-lined box at the beginning of each grade level contains particular focus areas that are addressed. The K-8 focus appears as a bulleted list, which describe as concisely as possible major features of the curriculum. For high school, the information in the focus box will be a description of the course. The competency goals and objectives will follow.

The Strands

The strands define the major elements of health and human performance that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the *Standard Course of Study*.

The Healthful Living portion of the *North Carolina Standard Course of Study* enables all students to gain knowledge and skills about health and physical education concepts and topics important to their age levels. Although some competencies may seem very similar, they are addressing various psychomotor, affective and cognitive aspects for learning. The following Healthful Living strands are the focus of instruction:

- Mental and Emotional Health (achieving well being through anticipating and managing stressors; having positive and healthy self-esteem; controlling behaviors that are unhealthy for self or others; coping with failure and loss in a healthy manner; recognizing mental and emotional health needs; and accessing appropriate resources)
- Personal and Consumer Health (recognizing and avoiding a variety of health risks; preventing disease and infection; managing the environment and community health; practicing preventive measures; demonstrating positive hygiene habits; understanding the growth and development process; and selecting and accessing appropriate health resources)

**The Strands
(continued)**

- Interpersonal Communication and Relationships (having healthy social support and providing support for others; having effective communication skills, including empathy, listening, negotiation and conflict resolution; identifying and seeking help for unhealthy relationships)
- Nutrition and Weight Management (achieving high-level wellness through wise nutritional choices and a variety of regular physical activity)
- Substance Abuse Prevention (reducing health risks by avoiding and assertively refusing harmful and illegal substances, including alcohol and tobacco, and avoiding the misuse of prescription and nonprescription medications)
- Movement Forms (development of movement competence through dance, gymnastics, individual, dual, team sport or activities; movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishing a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities)
- Fitness and Sport Literacy (using cognitive information to understand and enhance motor skill acquisition and performance; application of concepts from disciplines such as motor learning and development, biomechanics, and exercise physiology; knowledge and application of these concepts and practice enhance the likelihood of independent learning and therefore more regular and effective participation in physical activity).
- Healthful Lifestyles (establishing patterns of regular participation in meaningful physical activity; providing awareness of opportunity both in school and community; a comprehensive perspective on the meaning of a healthy lifestyle)
- Personal Fitness (achieving a health-enhancing level of fitness and developing higher levels of basic fitness and physical competence as needed in many work situations and leisure activities)

**The Strands
(continued)**

- Appreciation for Diversity (development of respect for individual similarities and differences through positive interaction among participants in physical activity; including characteristics of culture, ethnicity, motor performance, physical, mental, and emotional disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status; valuing diversity in physical activity and development of strategies for inclusion of others) as well as the achievement of self-initiated behaviors that promote personal and group success in an activity setting; safe practices, adherence to rules and procedures, etiquette, sportsmanship, cooperation and teamwork, ethical behavior in sport, and positive social interaction)
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HEALTHFUL LIVING PERFORMANCE GRADES K-3

Major Emphases

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in the K-3 healthful living education curriculum which are expected to be mastered prior to advancement into the fourth grade *Healthful Living Standard Course of Study*:

By the end of grade three:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including the role of their own behaviors in regard to eating breakfast and balanced meals; rest and exercise; using seat belts; responding to traffic, fire, and other warning signs, sounds, and symbols; avoiding burns and getting help in an emergency; and the impact of substances, including alcohol and tobacco, on their lives; identify social and psychological contributions of physical activity.

Students will be able to demonstrate ways in which they can manage stress; be responsible for their own behaviors; cope with fear, embarrassment and failure; recognize and respond appropriately to teasing, aggression and bullying; resolve conflict; cooperate, share, and respecting the rights of others; know safe practices, class rules and procedures and apply them with little or no effort.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; express feelings with challenges; be aware that choosing to be physically active is a conscious decision and personal choice for both enjoyment and health-related benefits.

Students will be able to demonstrate fundamental motor skills; develop and refine creative movements; demonstrate manipulative skills; work cooperatively with others to complete a task; display appropriate behaviors during social situations; express an enjoyment for movement experiences; and want to participate in community activities before entering into the fourth grade *Healthful Living Standard Course of Study*.

HEALTHFUL LIVING – Kindergarten

Focus Areas

- Personal hygiene
- Personal responsibility
- Personal safety
- Recognize categories of My Pyramid and identify healthy food and beverage choices
- Develop emerging skills of catching, kicking, throwing, and striking
- Heart Rate identification
- Respectful participation

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Health-Related Fitness, Appreciation for Diversity/Social Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Identify specific feelings by name and demonstrate the ability to verbalize feelings in an appropriate manner.
- 1.02 Demonstrate the ability to accept and act on personal responsibilities.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Predict situations that should include hand washing and demonstrate correct hand washing technique.
- 2.02 Demonstrate proper technique for brushing teeth and summarize reasons for not sharing a toothbrush.
- 2.03 Recognize and describe the meanings of traffic signs and signals.
- 2.04 Demonstrate the stop and search technique when entering or crossing a street.
- 2.05 Evaluate the benefits of wearing seat belts and bicycle helmets.
- 2.06 Demonstrate how to get help in an emergency.
- 2.07 Demonstrate appropriate responses to warning signs, sounds, and labels.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Demonstrate the ability to share objects and time.

- 3.02 Conclude and acknowledge that each person is unique and special.
- 3.03 Demonstrate protective behaviors to use when approached by strangers.
- 3.04 Recognize and respond appropriately to bullying, teasing, and aggressive behaviors.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Recognize the categories of My Pyramid.
- 4.02 Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.
- 4.03 Identify foods and beverages that are healthy choices for teeth and bones.
- 4.04 Associate common foods with their origins.
- 4.05 Demonstrate the ability to select a healthy breakfast and lunch with a variety of whole grains, vegetables, fruits, and low fat dairy products.
- 4.06 Generate examples of opportunities to participate in physical activity during non-school hours.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Demonstrate how to recognize and be careful with medicines.
- 5.02 Distinguish between medicinal and non-medicinal drug use.
- 5.03 Identify reliable sources of information regarding medicines and substances.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate non-locomotor movements using different parts of the body.
- 6.02 Demonstrate a variety of beginner locomotor and combination skills in a movement pattern.
- 6.03 Develop movement control for safe participation in games and sports.
- 6.04 Demonstrate rolling movements.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Identify fundamental movement patterns.
- 7.02 Establish a beginning movement vocabulary.
- 7.03 Apply age appropriate concepts to performance.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Identify likes and dislikes connected with participation in physical activity.
- 8.02 Begin to identify opportunities for increased physical activity (e.g., taking the stairs).

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Identify physiological signs of moderate physical activity.
- 9.02 Recognize two appropriate sites on the body to monitor the heart rate.
- 9.03 Sustain moderate to vigorous physical activity for short periods of time.
- 9.04 Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Identify 1-2 reasons why participation in physical activity is important and enjoyable.
- 10.02 Identify 1-2 ways physical activity improves health.
- 10.03 Demonstrate respect for self, others, and equipment.

HEALTHFUL LIVING – Grade 1

Focus Areas

- Problem solving and decision making
- Personal safety
- Coping skills
- Conflict resolution
- Identify a variety of healthy foods from each food group
- Recognize heart rate
- Demonstration of beginning locomotor, non-locomotor, and manipulative skills
- Work cooperatively with others

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Describe and demonstrate appropriate ways to express and cope with emotions and feelings.
- 1.02 Identify problem-solving strategies and demonstrate the ability to make choices using those strategies.
- 1.03 Identify and demonstrate appropriate methods for coping with disappointment and failure.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Describe and demonstrate measures for preventing the spread of germs.
- 2.02 Predict symptoms of sickness and summarize measures to get well.
- 2.03 Identify safety hazards in the home and injury prevention strategies.
- 2.04 Identify items that can cause burns and describe strategies that prevent burns.
- 2.05 Demonstrate the stop, drop, and roll response to burning clothing.
- 2.06 Summarize the transition process between primary and permanent teeth and demonstrate how to get help with dental problems.
- 2.07 Demonstrate how to make an emergency phone call.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Differentiate between appropriate and inappropriate touch and demonstrate how to seek adult assistance for inappropriate touch.
- 3.02 Demonstrate effective strategies for resolving conflict in a non-violent manner.
- 3.03 Demonstrate respect for the personal space and boundaries of others and explain why this is important.
- 3.04 Conclude that different people have different abilities and summarize the benefits of diversity.
- 3.05 Differentiate between acceptable feelings and acceptable behaviors.
- 3.06 Differentiate between tattling and reporting aggression, bullying, and violence.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Categorize foods into the appropriate groups of My Pyramid.
- 4.02 Identify a variety of foods that are healthy choices in each of the food groups.
- 4.03 Summarize the benefits of eating a variety of whole grains, fruits, and vegetables, and low fat dairy products.
- 4.04 Identify foods and beverages high in added sugar and generate examples of appealing healthy alternatives.
- 4.05 Explore various movement activities and predict the benefits of physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Evaluate the benefits of medicine when used correctly.
- 5.02 Demonstrate how to report and not touch needles/syringes or containers for alcohol, tobacco, or other drugs.
- 5.03 Demonstrate how to identify a harmful medicine or substance and how to respond when offered or discovering one of these substances.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Utilize non-locomotor, locomotor, and combination skills to demonstrate pathways, levels, and force.
- 6.02 Demonstrate the emerging skills for throwing, catching, striking.

- 6.03 Demonstrate static and dynamic balances using different body parts.
- 6.04 Demonstrate a variety of movements and pathways.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Identify personal effort made that vary the quality of movement (speed up, slow down, pacing).
- 7.02 Explain the importance of warm-up and cool down.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Investigate likes and dislikes connected with participation in physical activity.
- 8.02 Explore activities you like which require physical activity during non-school hours.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Examine one or two components of a health-related fitness assessment.
- 9.02 Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.
- 9.03 Demonstrate knowledge of flexibility through stretching exercises and perform exercises, which enhance flexibility in a variety of muscle groups.
- 9.04 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises, which enhance muscular strength and endurance in a variety of muscle groups.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Describe 2-3 reasons why participation in physical activity is important and enjoyable.
- 10.02 Describe 2-3 ways physical activity improves health.
- 10.03 Apply safe practices, rules and procedures.
- 10.04 Works cooperatively with others to complete task.

HEALTHFUL LIVING – Grade 2

Focus Areas

- Honesty, trustworthiness and respect
- Effective interpersonal communication skills
- Recognizing bullying behaviors and accessing resources for help
- Healthy eating and physical activity
- Mature form in skipping, hopping, galloping and sliding.
- Developmental movement patterns
- Movement control and balance

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Summarize and demonstrate expected standards for behavior such as honesty, trustworthiness, and respect for others.
- 1.02 Distinguish between evaluations of performance and self worth.
- 1.03 Demonstrate how to express emotions and feelings in a positive manner, without hurting oneself or others.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Demonstrate the proper technique for tooth brushing and describe the benefits of good dental health.
- 2.02 Summarize methods for preventing the spread of germs through food, water, air, and touch.
- 2.03 Summarize appropriate measures to prevent contact with the body fluids of others.
- 2.04 Advocate to others the dangers associated with excessive sun exposure (e.g. sunburn, damage to the eyes, skin cancer) and identify methods for protecting oneself from the sun.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Demonstrate effective interpersonal communication skills.
- 3.02 Recognize and respond appropriately to the feelings of others.
- 3.03 Explain why it is wrong to tease others.
- 3.04 Recognize bullying behaviors and demonstrate steps to take if someone is bullied.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Identify the amount of food from each food group of My Pyramid needed each day to achieve and maintain good health.
- 4.02 Summarize the benefits of healthy eating.
- 4.03 Identify the body signals that tell people when they are hungry and when they are full (hunger vs. satiety).
- 4.04 Categorize behaviors that are physically active and physically inactive, and compare and contrast the health effects of these activities.
- 4.05 Demonstrate the ability to plan an appealing, healthy meal and design an opportunity for an enjoyable physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Analyze the dangers of using tobacco products.
- 5.02 Explain why one should not use tobacco or look alike products.
- 5.03 Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate mature form in skipping, hopping, galloping and sliding.
- 6.02 Demonstrate manipulative skills such as throwing, catching, striking and trapping of objects while stationary and/or to a moving partner.
- 6.03 Demonstrate moving to a rhythmic beat while manipulating objects such as jump ropes, scarves and balls.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Demonstrate space awareness and movement control in different ways in a large group without bumping into others or falling, such as running, hopping, and skipping.
- 7.02 Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping.
- 7.03 Use feedback to improve performance.
- 7.04 Explain why everybody should be active at least 60 minutes per day.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Identify physical activity opportunities in your community.
- 8.02 Recognize that physical activity is a conscious choice.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Examine 2 or 3 components of health-related physical fitness assessment.
- 9.02 Recognize the physiology indicators that accompany moderate to vigorous physical activity.
- 9.03 Recognize the relationship between nutrition and physical fitness.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Explain why participation in physical activity is important.
- 10.02 Explore ways physical activity improves health.
- 10.03 Apply rules, procedures and safe practices to create a safe school environment with little or no reinforcement.
- 10.04 Work cooperatively with others to honestly complete work.

HEALTHFUL LIVING – Grade 3

Focus Areas

- Coping with loss and grief
- Communicable and non-communicable diseases
- Injury Prevention
- Nutrition labels
- Differentiating between portions and servings
- Dangers of tobacco and other drugs
- Catching, throwing, striking, dancing, and basic tumbling
- Creating movement sequences
- Develop understanding of the components of fitness and healthy living

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Identify healthy methods of self-control.
- 1.02 Define stress and demonstrate positive stress management strategies.
- 1.03 Identify feelings and emotions associated with loss and grief and resources for help.
- 1.04 Identify characteristics of someone who has self-respect.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Analyze what it means to be healthy.
- 2.02 Demonstrate proper dental flossing technique and describe the benefits of flossing.
- 2.03 Differentiate between communicable and non-communicable diseases.
- 2.04 Conclude that most injuries are preventable and identify methods for preventing common injuries.
- 2.05 Summarize methods for reducing injuries in and around water.
- 2.06 Advocate for the proper usage of various methods of sun protection (e.g. big floppy hats, sunglasses w/ UV protection, proper technique of sunscreen application and reapplication, protective clothing).
- 2.07 Summarize the dangers of weapons and demonstrate how to seek help if a weapon or firearm is found.

2.08 Create a plan to escape fire at home while avoiding smoke inhalation.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Identify qualities and benefits of a healthy relationship.
- 3.02 Compare and contrast behaviors that promote and hinder friendships.
- 3.03 Demonstrate how to effectively and respectfully express opinions that differ from others.
- 3.04 Demonstrate compassion for all living things and respect for other people's property.
- 3.05 Create and follow rules for productive discussion.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Compare and contrast the health effects of nutritious and non-nutritious beverages.
- 4.02 Explain and analyze the nutrient and caloric information found on a Nutrition Facts label.
- 4.03 Identify foods low in sugar and high in calcium and describe the health benefits of each.
- 4.04 Demonstrate the ability to select a nutritious breakfast and describe the importance of eating breakfast daily.
- 4.05 Differentiate between a portion and a serving and explain how to plan meals and snacks using appropriate portion sizes.
- 4.06 Summarize the components and functions of the muscular skeletal system.
- 4.07 Create methods for increasing daily physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Summarize why household products are harmful if ingested or inhaled.
- 5.02 Predict the potential risks associated with over-the-counter medicines.
- 5.03 Predict and summarize the dangers of experimenting with tobacco.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate modified, square and line dances.

- 6.02 Create sequences demonstrating changes of pathways, levels, force and direction with manipulatives.
- 6.03 Create and demonstrate a variety of gymnastic patterns with a rolling focus on inversion and rolling sequences.
- 6.04 Demonstrate the skills of throwing, catching, striking or trapping in an activity.
- 6.05 Successfully perform a variety of jump rope skills.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Identify safe practices in physical activity settings.
- 7.02 Assess the major characteristics of mature walking, running, throwing, catching.
- 7.03 Identify and apply the critical elements of basic fitness.
- 7.04 Demonstrate principles of flexibility, muscular strength and endurance through a variety of activities.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Demonstrate positive attitude characteristics toward being physically active.
- 8.02 Engage in regular physical activity throughout the day.
- 8.03 Explore family and community opportunities to be active.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Recall all of the components of a health-related fitness.
- 9.02 Complete a modified version of a health-enhancing personal fitness assessment and show improvement, including monitoring of the heart.
- 9.03 Demonstrate appropriate warm-up and cool down activities.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Compare and contrast the value of activity versus inactivity through individual and group settings.
- 10.02 Identify positive behaviors and comments to use during play situations.
- 10.03 Utilize and demonstrate positive behaviors and comments to use as acceptable methods of conflict resolution during play situations.

HEALTHFUL LIVING GRADES 4-5

Major Emphases

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in grades 4-5 Healthful Living Education Standard Course of Study, which are expected to be mastered prior to advancement into the sixth grade *Healthful Living Standard Course of Study*:

By the end of grade five:

Students will be aware of the important health risks for their age group and will comprehend some of the major influences on their own health, especially including ability to recognize the relationship between healthy nutrition and exercise in weight management; analyze and explore how media images can influence perception of a desirable body size, shape, and complexion, and acquire skills for providing first aid for choking victims, including demonstrating the Heimlich maneuver.

Students will be able to differentiate between positive and negative stress and demonstrate effective ways to deal with each one; identify situations that might lead to violence; demonstrate the ability to seek help or assistance for bullying. Additionally, students should be able to utilize the basic information on food labels to make decisions about the nutritional value of various foods; demonstrate the ability to select healthful food and beverage choices that from the food groups of My Pyramid.

Students will know and understand the value of being physically fit and the types of activities that contribute to total fitness; analyze the relationship between physical activity and nutrition and the cardiovascular system; demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports; describe the mechanics of skill performance in a variety of activity settings; and chooses to participate in structured and purposeful activity.

Students will be able to create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements; complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart; regularly encourages others and refrains from put-down statements; identify opportunities for regular physical activity in school and at home; demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels, and assesses and takes responsibility for his/her own behavior problems without blaming others before entering into the sixth grade *Healthful Living Standard Course of Study*.

HEALTHFUL LIVING – Grade 4

Focus Areas

- Stress management
- Bullying and violence prevention
- Short term and long term effects of tobacco and other drugs
- Health related fitness testing
- Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements
- The mechanics of performance

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Identify personal stressors at home, in school, and with friends.
- 1.02 Predict physical and emotional reactions to stressful situations.
- 1.03 Compare and contrast positive and negative strategies for handling stress.
- 1.04 Identify family, school, and community resources as sources of social support to reduce or prevent stress.
- 1.05 Conclude that people have different body shapes, sizes, and other personal characteristics that make them unique.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Identify problems associated with and measures to control common childhood diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
- 2.02 Identify the basic components and functions of the respiratory system.
- 2.03 Identify the basic components and functions of the immune system.
- 2.04 Summarize methods for preventing the spread of germs that cause communicable diseases.
- 2.05 Summarize patterns of normal physical and emotional development during puberty.
- 2.06 Advocate that it is safe to be a friend of someone who has a disease or health condition (e.g. HIV positive, asthma, or epilepsy).

- 2.07 Identify personal protection equipment needed for sports and recreational activities.
- 2.08 Acquire skills for providing first aid for choking victims, including demonstrating the Heimlich maneuver.
- 2.09 Critique and dispel myths about Sun Protective Factor (SPF) and sunscreen (e.g. Low SPF allows for a “safe” tan; waterproof sunscreen does not have to be reapplied; only individuals with fair complexions need to apply sunscreen, sunscreen is only needed at the beach, you only need a high SPF on an Ozone Alert -code orange day).
- 2.10 Analyze techniques used in advertising health related products and services.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Infer the effects of facial expressions and body language when communicating with others.
- 3.02 Demonstrate empathy for individuals affected by disease or disability.
- 3.03 Predict situations that might lead to violence.
- 3.04 Demonstrate the ability to seek help or assistance for bullying.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Identify the major components of the digestive system and summarize the digestion process.
- 4.02 Analyze how microorganisms can cause food borne illnesses and demonstrate safe food preparation, handling, cooking, and storing that promotes cleanliness and avoids cross contamination.
- 4.03 Utilize the basic information on food labels to make decisions about the nutritional value of various foods.
- 4.04 Demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid.
- 4.05 Summarize the concept and the benefits of eating in moderation.
- 4.06 Distinguish between healthy and unhealthy eating patterns.
- 4.07 Evaluate the benefits of drinking plenty of water, especially before and after physical activity.
- 4.08 Provide examples of how the media and advertisers use persuasive techniques to influence food purchasing decisions.
- 4.09 Summarize the major components and functions of the cardiovascular system.
- 4.10 Analyze the relationship between physical activity and nutrition and the cardiovascular system.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Predict short and long-term physical effects of using tobacco.
- 5.02 Summarize dependence and addiction to a drug or substance and identify resources for help.
- 5.03 Summarize motivations for drug use and create healthy alternatives.
- 5.04 Create rational counter-arguments for pressure to use drugs, alcohol, or tobacco products.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.
- 6.02 Create original dances using the elements found in square, folk, line and/or other rhythmic activities.
- 6.03 Demonstrate ball-handling skills necessary for participation in lead up games and sports.
- 6.04 Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.
- 6.05 Explore various movement forms including jump rope routines.
- 6.06 Develop inverted balances using two or more body parts.
- 6.07 Create movement sequence routines that contain balance, inversion, weight transfer, and landing.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Apply critical elements (cues) of skills to improve personal performances in fundamental and selected specialized skills such as throwing to a moving target.
- 7.02 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as peer assessment.
- 7.03 Describe the mechanics of skill performance in a variety of activity settings such as explaining how to kick.
- 7.04 Summarize safety procedures for riding a bicycle.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Identify personal activity interests and ability.
- 8.02 Consciously recognize the benefits derived from regular moderate to vigorous physical activity.
- 8.03 Chooses to participate in structured and purposeful activity.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.
- 9.02 Name the benefits derived from participation in physical activity.
- 9.03 Identify and demonstrate the health related components of fitness.
 - Cardiovascular endurance
 - Muscular strength and endurance
 - Flexibility
 - Body Composition
- 9.04 Recognize the relationship between healthy nutrition and exercise in weight management.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Identifies positive feelings associated with participation in physical activities.
- 10.02 Chooses to participate cooperatively and productively in-group and individual physical activities.
- 10.03 Selects and practices a skill on which improvement is needed.
- 10.04 Follows directions, activity-specific rules, procedures, and etiquette, with few reminders.
- 10.05 Regularly encourages others and refrains from put-down statements.

HEALTHFUL LIVING -Grade 5

Focus Areas

- Media literacy
- Conflict resolution
- Identify feelings of depression and resources for help
- Puberty
- Self protection
- Elements of the FIT principals.
- Assessing personal behaviors and taking responsibility for outcome.
- Manipulative skills that impact the quality of movement patterns.

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility\

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Differentiate between positive and negative stress and demonstrate effective ways to cope with each.
- 1.02 Identify feelings of depression and sadness for which someone should seek help.
- 1.03 Demonstrate the ability to access appropriate resources for individuals experiencing feelings of depression and sadness.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Define personal values and predict how values can affect health behavior.
- 2.02 Evaluate the importance of sleep and rest in relationship to proper growth and development.
- 2.03 Summarize the functions of the male and female reproductive systems.
- 2.04 Analyze how media images can influence perception of a desirable body size and shape.
- 2.05 Evaluate environments (time of day, level of shade/cover, geographic location) and/or activities that might expose someone to harmful rays of the sun and create actions that can be taken or policies that can be written to avoid sun damage.
- 2.06 Evaluate the reliability of health information sources.
- 2.07 Correctly apply basic first aid for common conditions.

- 2.08 Create a personal management plan for preventing tooth decay and periodontal disease.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Interpret stereotyping and discrimination as limiting and hurtful behaviors and demonstrate how to address these behaviors in a positive manner.
- 3.02 Create and demonstrate methods for resolving conflict without violence or avoidance.
- 3.03 Predict the dangers of communicating with individuals you do not know and demonstrate methods for seeking assistance if contacted by a stranger (via internet, telephone, or face to face).

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Demonstrate the ability to select healthful food and beverage choices from the food groups of My Pyramid.
- 4.02 Evaluate the benefits of limiting the consumption of foods and beverages high in fat and added sugar.
- 4.03 Recognize the social significance of food in families and cultures.
- 4.04 Analyze how media images of food choices and eating behaviors may be unhealthy.
- 4.05 Summarize normal weight gain and body changes during puberty.
- 4.06 Compare and contrast the dangers of dieting with healthy weight management.
- 4.07 Predict the short term and long-term benefits of physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Identify short and long-term effects of alcohol use.
- 5.02 Explain reasons why individuals choose not to use alcohol.
- 5.03 Evaluate the information found on the warning labels of tobacco products and predict the effectiveness of these warnings.
- 5.04 Compare and contrast the factors that influence a person's decision to use or not use tobacco.

- 5.05 Demonstrate effective use of assertive refusal skills when declining alcohol, tobacco, and other drugs.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate various aerobic dances.
- 6.02 Demonstrate various popular folk and square dances, and mixer and couple dances.
- 6.03 Demonstrate throwing, passing, dribbling, catching, and shooting skills in team sports.
- 6.04 Demonstrate forehand and backhand striking skills in dual and individual sports.
- 6.05 Demonstrate skills necessary for participation in non-traditional games and activities.
- 6.06 Demonstrate the ability to perform skills of jumping rope with a partner or small group.
- 6.07 Create a variety of combinations using balance skills and rolling movements.
- 6.08 Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Analyze the variety of sports and movement forms from countries around the world.
- 7.02 Identify the origins of a variety of sports and movement forms.
- 7.03 Participate in a variety of physical activities as both leader and follower.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Participates regularly in physical activities for the purpose of improving skill and health.
- 8.02 Identify opportunities for regular physical activity in school and at home.
- 8.03 Identify social and psychological benefits from participation in physical activities.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Demonstrate elements of the FIT guidelines to develop personal cardiovascular fitness levels.
- 9.02 Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart
- 9.03 Utilize safe and appropriate warm-up, pacing and cool down techniques.
- 9.04 Identify and demonstrate the skill related components of fitness.
 - Agility
 - Balance
 - Coordination
 - Power
 - Reaction time
 - Speed

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Interacts with others by helping with their physical activity challenges.
- 10.02 Demonstrate behavior that will resolve conflicts in socially appropriate ways.
- 10.03 Display the ability to follow rules, procedures and safe practices while working independently for short periods of time.
- 10.04 Assesses and takes responsibility for his/her own behavior problems without blaming others.

HEALTHFUL LIVING GRADES 6-8

Major Emphases

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. Students should develop positive attitudes toward regular physical activity and its effect on health. The following educational descriptors are reflective of the goals and objectives found in grades 6-8 Healthful Living Education curriculum which are expected to be mastered prior to advancement into the sixth grade *Healthful Living Standard Course of Study*:

By the end of grade eight:

Students will be aware of the important health risks for their age group and be able to appraise their own health and fitness status, healthful behavior, and potential for health risk. Students will employ a variety of critical thinking processes to solve a variety of health-related problems and make health-related decisions.

Students will be able to enact non-violent conflict resolution strategies; exhibit behaviors productive to group functioning, define rights of individuals in relationships, and communicate feelings and expectations clearly.

Students will be able to protect themselves from health risks arising from fire, substance abuse, insufficient activity, and water recreational activities. Students will recognize the value of abstaining from sexual activity until marriage. Additionally, students will be able to manage stress, comprehend the role of personal responsibility in minimizing health risks, and develop plans to manage health-related behaviors and habits.

Students will know the principles of exercise and diet that contribute to the development of personal fitness. The student should be very comfortable in all aspects of heart rate monitoring (knows his or her resting heart rate, target heart rate, recovery heart rate); demonstrate FIT Guidelines; and develop sound exercise practices (know safe exercises and contraindicated exercises/practices). Students will be able to demonstrate the ability to set personal goals, develop an awareness of and respect for cultural diversity through participation in physical activities; understand and apply basic principles of training (e.g., intensity, specificity, overload) and develop abilities to function in group activities.

**By the end of grade eight:
(continued)**

Students will be able to perform a wide variety of body management skills and recreational dances (square dance, international folk dance, and social dance). The student will participate in activities with a variety of individuals who differ from each other. Students will be able to perform the skills necessary for participation in a variety of small-sided team, dual, and individual lifetime activities (e.g., skills, and basic offense and defense strategies). Students will engage in physical activities that provide for challenge, problem-solving, and decision-making, appropriate risk-taking choices, fair play and sportsmanship behaviors before entering high school *Healthful Living Standard Course of Study*.

Guidelines for Instruction Regarding Abstinence Until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually transmitted diseases, including HIV/AIDS:

- present factually accurate biological or pathological information that is related to the human reproductive system;
- focus on the benefits of abstinence until marriage and the risks of premarital sexual activity;
- establish abstinence from sexual activity, which could lead to unintended pregnancy and disease, outside of marriage as the expected standard for all school-age children;
- offer positive reinforcement for abstinence;
- provide opportunities that allow for interaction between the parent or legal guardian and the student;
- assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence;
- for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations;
- inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS;
- assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS;
- be aware that the instruction in the use of and/or demonstration

**Guidelines for
Instruction
Regarding
Abstinence Until
Marriage and
Sexually-
Transmitted
Diseases,
Including
HIV/AIDS
(continued)**

of condoms is a part of a comprehensive sex education program.

Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal guardians for at least 30 days before the public hearing and 30 days after the hearing.

HEALTHFUL LIVING – Grade 6

Focus Areas

- Decision making
- Assertive refusal and negotiation skills
- Manipulative skills that impact the quality of movement patterns
- Dietary Guidelines for Americans
- Relationship between food consumption, physical activity levels, and body weight
- Social and physical consequences of alcohol, tobacco, and other drug use
- Appreciation for creative aspects of skilled performance in school, home and community.
- Setting realistic physical activity goals and a plan to obtain them.
- Resolving interpersonal conflicts in a non-combative way.

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility\

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Use a structured thinking process to make decisions and solve problems.
- 1.02 Identify various types of stressors and analyze the causes and effects of stress.
- 1.03 Compare and contrast positive and negative methods of dealing with stress.
- 1.04 Recognize that failure is a part of learning and growing and demonstrate the ability to cope with failure appropriately.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Differentiate between communicable and chronic diseases.
- 2.02 Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.
- 2.03 Advocate for appropriate measures to protect vision and hearing.
- 2.04 Identify the components and basic functions of the respiratory system.
- 2.05 Identify and describe the symptoms associated with asthma.
- 2.06 Summarize methods by which asthma can be controlled.
- 2.07 Summarize the relationship between conception and the menstrual cycle.

- 2.08 Investigate and analyze the responsibilities of parenthood through observation and discussion with parents/caregivers or trusted adults.
- 2.09 Evaluate claims made for health products and services for accuracy and credibility.
- 2.10 Analyze the increase in incidence and mortality of skin cancer over the last several decades and identify methods of prevention.
- 2.11 Predict how individual behaviors can harm or help the health of the environment.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Identify and classify behaviors as either conducive or counterproductive to group functioning.
- 3.02 Demonstrate effective verbal and non verbal communication skills.
- 3.03 Demonstrate ways to communicate care, consideration, and respect of self and others.
- 3.04 Identify transitions and challenges of social relationships during puberty and adolescence.
- 3.05 Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence.
- 3.06 Evaluate the importance of understanding the perspectives of others in resolving conflicts.
- 3.07 Demonstrate effective refusal and negotiation skills.
- 3.08 Differentiate between positive and negative effects of peer pressure.
- 3.09 Identify signs of abusive relationships and demonstrate the ability to access resources for help.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Define common terms on food labels and terms used in advertising food.
- 4.02 Evaluate health claims on food labels for accuracy and validity.
- 4.03 Justify why obesity is classified as a disease and explain how it can be a risk factor for other diseases.
- 4.04 Compare and contrast different food options, including ethnic and vegetarian choices using My Pyramid.
- 4.05 Summarize the Dietary Guidelines for Americans and explain the implications on eating behavior.
- 4.06 Predict the short and long term benefits of healthy eating.
- 4.07 Differentiate between nutritious and non nutritious beverages.
- 4.08 Identify foods high in fiber, including whole grains, fruits, and vegetables.

- 4.09 Analyze the relationships between food consumption, physical activity levels, and body weight.
- 4.10 Identify physical activities that contribute to maintaining or improving the components of health related fitness (strength, endurance, flexibility).

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Evaluate advertising for tobacco and alcohol and predict reasons for possible influences on behavior.
- 5.02 Identify short term and long-term benefits of resistance to substance abuse.
- 5.03 Describe the immediate social and physical consequences of tobacco use, including spit tobacco, and other drug abuse.
- 5.04 Describe the short and long-term effects of being exposed to others' tobacco use.
- 5.05 Demonstrate effective assertive refusal skills in refusing alcohol and other drugs.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate square, folk, and rhythmic movement skills.
- 6.02 Create short movement compositions.
- 6.03 Create routines that focus on rolling combinations with variations of positions.
- 6.04 Demonstrate beginning strategies through small-sided games for net and invasion games.
- 6.05 Demonstrate increasing competence in more advanced specialized skills.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Use information from a variety of sources to improve performance such as feedback from a peer and published documents.
- 7.02 Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.

- 7.03 Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.
- 7.04 Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Identify opportunities in the school and community for regular participation in physical activity.
- 8.02 Participate daily for a minimum of 60 minutes in some form of health-enhancing physical activity.
 - Journal
 - Contract
 - Pedometers
 - Heart rate monitors
- 8.03 Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart
- 9.02 Demonstrate proper stretching exercises.
- 9.03 Demonstrate the ability to perform self-paced aerobic activity.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Appreciates the aesthetic and creative aspects of skilled performance in others and self.
- 10.02 Make conscious decisions about playing within the rules, procedures, and etiquette of a game or activity.
- 10.03 Utilize time effectively to complete assigned tasks.
- 10.04 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
- 10.05 Resolves interpersonal conflicts with sensitivity to the rights and feelings of others.

HEALTHFUL LIVING – Grade 7

Focus Areas

- Stress management
- Media literacy
- Basic First Aid and injury prevention
- Healthy vs. unhealthy relationships
- Weight management
- Social, emotional, physical, and economic consequences of alcohol, tobacco, and other drug use.
- Demonstrate a more advanced level of competency in manipulative skills that impact the quality of movement patterns.
- Utilizes strategy development for improved personal fitness

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Recognize the signs and symptoms of people who are in danger of hurting themselves or others.
- 1.02 Summarize feelings and emotions associated with loss and grief and identify positive coping mechanisms and resources for help.
- 1.03 Distinguish how and explain why emotions can change during adolescence.
- 1.04 Analyze impulsive behaviors and identify strategies for controlling them.
- 1.05 Demonstrate methods for minimizing exposure to stressors and managing stress.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Analyze messages in the media targeting teens.
- 2.02 Define and provide examples of health and medical quackery and explain how to identify this information as quackery.
- 2.03 Predict the health consequences of inadequate rest and sleep.
- 2.04 Analyze how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.

- 2.05 Demonstrate techniques for basic first aid and procedures for treating injuries and other emergencies.
- 2.06 Identify measures to reduce the risk of fire related injuries.
- 2.07 Identify measures to reduce the risk of water related injuries.
- 2.08 Evaluate environmental, psychological, and social factors that might affect excessive sun exposure and describe how these factors contribute to the development of skin cancer.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.
- 3.02 Discern the role of bystanders in preventing and stopping bullying and violence.
- 3.03 Identify a variety of non-violent ways to respond when angry or upset.
- 3.04 Define tolerance and advocate to others the importance of tolerance in a healthy society respectful of differences and diversity.
- 3.05 Compare and contrast healthy vs. unhealthy relationships.
- 3.06* Define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and analyze the benefits of abstinence from sexual activity until marriage.
- 3.07* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.08* Analyze the effectiveness and failure rates of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.
- 3.09* Analyze the risks of premarital sexual activity.
- 3.10* Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.
- 3.11* Analyze the effects of culture, media, and family values (by discussing information with parents/caregivers or trusted adults) on decisions related to becoming or remaining abstinent.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Demonstrate the ability to successfully select healthy food choices and plan meals that emphasize the principles of the Dietary Guidelines for Americans.
- 4.02 Identify appropriate serving sizes for foods and beverages in each food group and explain how to plan for proper portions in a healthy eating plan.
- 4.03 Summarize the benefits of drinking sufficient amounts of water.
- 4.04 Compare and contrast the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.

- 4.05 Differentiate between positive and negative body image, and describe the importance of a positive body image.
- 4.06 Compare and contrast healthy and risky approaches to weight management.
- 4.07 Summarize the recommended amounts and types of physical activity for adolescents and adults.
- 4.08 Identify ways to increase daily physical activity and decrease inactivity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Explain the variety of health risks associated with injection drug use.
- 5.02 Assess the addictive nature of tobacco, predict the consequences of prolonged usage, and identify resources for quitting.
- 5.03 Evaluate the social, economic, and cosmetic consequences of using alcohol, tobacco, or other drugs.
- 5.04 Differentiate proper use from abuse of over the counter medications and predict the consequences of abuse.
- 5.05 Summarize drug dependence and addiction and the dangers associated with each.
- 5.06 Delineate the sequence of substance abuse that can lead to serious health risks.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate country western dance and social dance forms.
- 6.02 Create dances that use the various elements of time, space, force, and flow.
- 6.03 Create a short movement sequence routine.
- 6.04 Demonstrate strategies in a variety of games and sports.
- 6.05 Demonstrate competence in skills needed for team sports through small-sided games.
- 6.06 Demonstrate competence in skills needed for individual physical activity.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Apply advanced movement and game strategies.
- 7.02 Identify critical elements of advanced movement skills such as “give and go” or “pick and roll.”
- 7.03 Identify characteristics of skilled performance in a few movement forms.
- 7.04 Determine the link between physical activity and weight control.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Identify resources in the community that can be accessed to maintain a physically active lifestyle.
- 8.02 Regulates physical activity behavior by using personal cues and movement principles.
- 8.03 Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the physical education class on 5 or more days during the week.
- 8.04 Demonstrate the importance and value of regular physical activity.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.
- 9.02 Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength and endurance.
- 9.03 Develop a strategy to improve personal level of fitness within each of the five components.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Invites all students, regardless of ability, race, gender etc., to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities.
- 10.02 Develop strategies to communicate ideas and feelings.
 - body language
 - gestures
 - body movements
- 10.03 Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment.
- 10.04 Engage in fair play and show self-control by accepting a controversial decision
- 10.05 Seeks out participants with and shows respect for a peer with varying skill ability.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

HEALTHFUL LIVING – Grade 8

Focus Areas

- Fads affect on health
- Heimlich maneuver and CPR
- Media literacy
- Signs and symptoms of depression
- Balancing caloric intake with expenditure
- Eating disorders
- Performance enhancing drugs
- Effects of drugs and alcohol
- Student's workout at a vigorous exercise rate for 60 minutes daily.
- Utilize technology to research personal wellness.
- Advanced skill in team, individual, or dual activities including dance.
- Knowledge for a safe environment to participate in physical activity.

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each.
- 1.02 Identify the causes, signs, and effects of depression and resources for help.
- 1.03 Identify the warning signs of suicide and develop a plan for seeking help.
- 1.04 Summarize the characteristics of a mentally and emotionally healthy person.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States.
- 2.02 Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or American Heart Association approved test of CPR skills.
- 2.03 Evaluate the accuracy and significance of media reports on health and medical research.
- 2.04 Determine how certain fads affect health (e.g. body piercing, tattooing, and artificial fingernails).

- 2.05 Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer.
- 2.06 Appraise personal health status.
- 2.07 Predict the potential personal health consequences of global environmental problems.
- 2.08 Evaluate how personal behaviors contribute to environmental improvement and destruction.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help.
- 3.02 Predict how intolerance affects others and demonstrate strategies for promoting tolerance.
- 3.03 Demonstrate communication skills to build and maintain healthy relationships.
- 3.04 Demonstrate strategies and skills in responding to approaches by unknown people (via internet, telephone, or face to face).
- 3.05 Critique how the behavior of family and peers affects interpersonal communication.
- 3.06 Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help.
- 3.07* Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy. Encourage students to discuss selected skills and strategies with their parents, caregivers, or a trusted adult.
- 3.08* Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS.
- 3.09* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Identify food preparation techniques that add less fat and sugar to foods.
- 4.02 Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers.

- 4.03 Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient.
- 4.04 Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting.
- 4.05 Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition.
- 4.06 Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
- 4.07 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.
- 4.08 Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help.
- 4.09 Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations, and possible uses of BMI scores.
- 4.10 Analyze and explain the benefits of physical activity (physical, social, and emotional).

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide).
- 5.02 Describe the health risks associated with using performance-enhancing drugs.
- 5.03 Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school).
- 5.04 Determine positive alternatives to using alcohol and other drugs.
- 5.05 Describe methods of encouraging others not to use illegal substances.
- 5.06 Analyze anti-cigarette and anti-spit tobacco advertisements.
- 5.07 Describe the risks associated with alcohol and other drug use and driving.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Successfully perform a variety of contemporary and popular dances.
- 6.02 Demonstrate square, folk, and social dance skills.
- 6.03 Create and perform routines that use a variety of biomechanical and motor skill patterns.
- 6.04 Demonstrate competence in advanced skills needed for team or dual games and sports.

- 6.05 Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offence or defensive strategies in a variety of activities.
- 6.06 Create and perform sequential movement routines.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Understand and apply offensive and defensive strategies in relation to physical activities.
- 7.02 Demonstrate knowledge for effective timing and sequencing for skill performance.
- 7.03 Know and apply rules and safe practices in a variety of physical activities.
- 7.04 Demonstrate competence in biomechanical concepts and motor skill development.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Evaluate the benefits and value of various physical activities for personal fitness programs.
- 8.02 Establish and implement personal physical activity goals and evaluate progress toward goals.
- 8.03 Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Explain the importance and implications of the principles of cardiovascular and strength training.
- 9.02 Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.
- 9.03 Monitor the physiological effects (e.g. respiratory rate, resting and recovery heart rates) of a variety of activities on the body.
- 9.04 Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Willingly join others of diverse culture, ethnicity, and gender during physical activity.
- 10.02 Work cooperatively with peers of differing skill to promote a safe school environment.
- 10.03 Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting.
 - Controversial decisions
 - Safe areas of play
- 10.04 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
- 10.05 Display empathy to the feelings of others during physical activities.
- 10.06 Recognize the diversity and/or different cultures differences in participation in physical activity.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

HEALTHFUL LIVING HIGH SCHOOL

Major Emphases

A comprehensive healthful living education program is designed to help each student develop pro-active health promotion behaviors. This section addresses the health and physical education portions of the K-12 course required for graduation from high school.

The absence of objectives beyond the state required curriculum should not be interpreted as a lessening of commitment to the high school students. These high school years are vital to ensure a strong knowledge base for continued personal fitness and lifetime activity. A valuable core of health and physical education electives or locally required courses should continue to reflect a competency-based curriculum in healthful living. The following educational descriptors are reflective of the goals and objectives found in the 9-12 healthful living curriculum which are expected to be mastered prior to graduation:

By the end of high school:

Students will be able to assess their own health status and understand the relationship of healthful living to their quality of life, develop an awareness of their own control in the area of stress management, accept responsibility for the prevention of major health risks; demonstrate conflict resolution skills; understand concepts of fitness and lifetime wellness; accept responsibility for personal fitness; demonstrate competence in a variety of skills needed for being active; and control behaviors in physical activity settings.

Students should realize before leaving high school that healthy behaviors are essential to their quality of life; fitness is a part of everyday life; behavior is accountable; and proper nutrition is essential. Students should realize and value healthy behaviors through an understanding that living a healthy lifestyle can increase their job productivity and help to reduce health care costs in today's economy.

Students will be able to create and assess beginning biomechanical, physiological, and sociological concepts as they relate to a healthy active lifestyle. Students should be able to recognize and advocate for health related fitness concepts in the school, at home and in the community.

Elective courses for healthful living should be well developed in a sequential manner with a variety of lifetime wellness opportunities

By the end of high school:

available. Elective requirements should focus on wellness and safety of the individual. The courses should provide daily activity for students to assess personal fitness levels with an opportunity to improve. Elective courses should also provide continuity within the given competency goals and strands throughout the *Healthful Living Standard Course of Study* and should increase in skill, scope and breath as courses progress.

Guidelines for Instruction Regarding Abstinence Until Marriage and Sexually-Transmitted Diseases, Including HIV/AIDS

North Carolina General Statute 115C-81 (e1), ratified July 29, 1995, sets forth numerous requirements for both the State Board of Education and for local boards of education. The following general guidelines have been extracted from this legislation and apply to any instruction regarding abstinence until marriage and sexually transmitted diseases, including HIV/AIDS:

- present factually accurate biological or pathological information that is related to the human reproductive system;
- focus on the benefits of abstinence until marriage and the risks of premarital sexual activity;
- establish abstinence from sexual activity, which could lead to unintended pregnancy and disease, outside of marriage as the expected standard for all school-age children;
- offer positive reinforcement for abstinence;
- provide opportunities that allow for interaction between the parent or legal guardian and the student;
- assure that students are aware of the difference between risk reduction through use of contraceptives and/or condoms and risk elimination through abstinence;
- for any instruction concerning contraceptives or prophylactics, provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually-transmitted diseases, including HIV/AIDS, in actual use among adolescent populations;
- inform students of the current legal status of those homosexual acts that are a significant means of transmitting diseases, including HIV/AIDS;
- assure that students understand that a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including HIV/AIDS;
- be aware that the instruction in the use of and/or demonstration of condoms is a part of a comprehensive sex education program.

Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing and make all instructional materials available for review by parents or legal guardians for at least 30 days before the public hearing and 30 days after the hearing.

HEALTHFUL LIVING – HIGH SCHOOL

Focus Areas

- Mental disorders
- Organ donation
- Healthy relationships
- Importance of rest and sleep
- Media literacy
- Conflict resolution, negotiation, and collaboration skills
- Evaluation of popular weight loss plans
- Personal weight management (healthy eating and physical activity) planning
- Technology to research personal wellness.
- Importance of vigorous physical activity for 60 minutes throughout the entire day.
- Biomechanical, psychological, and physiological concepts.

Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Analyze the factors contributing to depression and identify various treatment options.
- 1.02 Identify symptoms of mental disorders and resources for seeking professional assistance.
- 1.03 Depict the body's physical and psychological responses to stressful situations and identify positive coping methods.
- 1.04 Analyze the causes, symptoms, and effects of anxiety.

COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objectives

- 2.01 Determine individual control over health risks.
- 2.02 Describe the procedures for organ donation, local and state resources and benefits to society.
- 2.03 Analyze the benefits of health screenings, checkups, and early detection (including medical examination and self-examination) and explain the procedures used for early detection.

- 2.04 Identify the behavioral and environmental factors that contribute to chronic diseases and the methods for reducing problems associated with chronic diseases or conditions (asthma, allergies, diabetes, and epilepsy).
- 2.05 Summarize the benefits of rest and sleep for personal health.
- 2.06 Predict the potential health and social consequences of popular fads or trends (e.g. body piercing, tattooing).
- 2.07 Evaluate the risks associated with operating ATVs and motorcycles.
- 2.08 Compare and contrast how positive and negative health behaviors can have life long effects.
- 2.09 Deconstruct how media and popular culture affect normative beliefs that contradict scientific research on health and well-being.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Demonstrate the ability to respond to others with empathy.
- 3.02 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 3.03 Demonstrate strategies for solving interpersonal conflict without harming self or others.
- 3.04 Analyze how power and control in relationships can contribute to aggression and violence.
- 3.05 Formulate principles for healthy dating.
- 3.06* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.07* Demonstrate and refine skills and strategies for becoming or remaining abstinent from sexual activity, which is the most certain means of avoiding unintended pregnancy and sexually transmitted diseases, including HIV/AIDS.
- 3.08* Analyze causes, consequences, and prevention of major health risks behaviors for own age group, including the transmission of HIV.
- 3.09* Predict situations that could lead to pressures for sex and create alternatives or ways to avoid these situations, include feedback from parents/caregivers or trusted adults.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Delineate how healthy eating and physical activity can reduce the risk for chronic diseases (e.g. obesity, heart disease, cancer, diabetes, hypertension, and osteoporosis).
- 4.02 Identify the number of servings of food and beverages from each food group a person needs each day and explain the value of each and relationships between the groups to provide balanced nutrition.

- 4.03 Develop specific eating plans to meet nutritional requirements for special dietary needs (e.g. athletic training, pregnancy, food allergies, and diabetes).
- 4.04 Analyze the benefits of nutrients such as folic acid.
- 4.05 Evaluate specific diet plans found in popular magazines, books, internet sites, and infomercials for health benefit and consequences.
- 4.06 Evaluate specific exercise routines/programs and consumer issues found in popular magazines, books, internet sites, and infomercials for health benefit and consequences
- 4.07 Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs.
- 4.08 Differentiate between healthful and harmful food and beverage consumption habits.
- 4.09 Demonstrate how to develop a healthy and well-balanced vegetarian eating plan.
- 4.10 Predict the short and long-term effects of eating disorders on healthy growth and development, and identify resources for seeking help for people with eating disorders.
- 4.11 Summarize the effects of hydration and dehydration on physical and mental performance, the risks of dehydration, and how to maintain hydration.
- 4.12 Determine appropriate methods for avoiding and responding to climate related physical conditions during physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Analyze the dangers, legal, and ethical issues related to using performance enhancing drugs (including anabolic steroids).
- 5.02 Analyze the risks associated with using alcohol or other drugs and driving (motor vehicle, ATV, water recreational vehicle) or riding with someone under the influence.
- 5.03 Evaluate the relationship between intravenous drug use and transmission of blood borne diseases (HIV, tuberculosis, and hepatitis).
- 5.04 Advocate to others the harmful effects of binge drinking.
- 5.05 Predict potential effects of an individual's substance abuse on others.
- 5.06 Define "Fetal Alcohol Syndrome", explain its effects, and describe how it is prevented.
- 5.07 Infer the effects of tobacco and other drugs on unborn children.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Participate at a competent level in at least one team sport through small-sided games or experiences while demonstrating conceptual knowledge of biomechanical, physiological, and sports psychology principles.

- 6.02 Participate at a competent level in at least one individual or dual sport through small-sided games or experiences utilizing biomechanical, psychological, and physiological concepts.
- 6.03 Participate at a competent level in at least one other movement form utilizing biomechanical, psychological, and physiological concepts:
 - Dance
 - Gymnastics
 - Aquatics
 - Outdoor pursuits or
 - Other non-traditional activities
- 6.04 Engage in various duties as they pertain to games and sport such as but not limited to the sport education model (official, team coach, and equipment manager).
- 6.05 Apply physiological principles, (e.g., warm-up/cool-down, overload, frequency, intensity, specificity, and progression) and biomechanical principles (e.g., force, leverage, and type of contraction) related to exercise and training.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Demonstrate knowledge of officiating, judging, or refereeing concepts in three different activities.
- 7.02 Demonstrate competence in basic offensive and defensive strategies or tactics in traditional and non-traditional team, individual, and dual activities.
- 7.03 Apply rules, biomechanical principles, problem solving and concepts to traditional and non-traditional movement settings.
- 7.04 Analyze and apply information and statistical data about personal and group performance to the improvement of personal fitness and game play, such as fitness scores or statistics from game play to improve offense and defense.
- 7.05 Investigate positive and negative attitudes towards exercise and physical activities.
- 7.06 Identify the physical fitness requirements of an occupational choice.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Identify and utilize resources in the community that can be accessed to maintain regular physical activity.
- 8.02 Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Recognize and apply current safety techniques and best practices as related to fitness and nutrition.
- 9.02 Identify and evaluate the health-related components of fitness:
 - cardiovascular endurance,
 - muscular strength and endurance,
 - flexibility and
 - body composition.
- 9.03 Identify and evaluate the six skill related components of fitness:
 - agility,
 - balance,
 - coordination,
 - power,
 - reaction time, and
 - speed.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Demonstrate respect for individual differences in physical activity settings utilizing character education and sportsmanship.
- 10.02 Develop group strategies and personal goals for including persons of diverse backgrounds and abilities in physical activity settings.
- 10.03 Demonstrate collaboration as a group and individually contribute to the group's success through a variety of noncompetitive duties.

**Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually-transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy, (ii) an abstinence until marriage program, or (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.*

GLOSSARY

Abstinence: voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease.

Asthma: a chronic respiratory disease, often arising from allergies, and accompanied by labored breathing, chest constriction, and coughing.

Basic Movement Skills: Locomotor movement skills are gallop, hop, jump, leap, run, skip, slide, and walk. Manipulative: catch, kick, strike, throw.

Behavior Management Skills: actions or behaviors that help an individual stay safe and healthy; having the ability to reduce health risks and practice high-level wellness.

Biomechanics: the study of the structure and function of biological systems using the methods of mechanics. The study of biomechanics ranges from the inner workings of a cell to the movement and development of limbs, the vasculature, and bones. An understanding of the physiological behavior of living tissues would allow researchers to advance the field of tissue engineering, as well as develop improved treatments for a wide array of pathologies.

Body Management: basic skills taught in early years focusing on abilities to control the body/body parts in actions such as those involving traveling, balancing, rolling, or supporting body weight.

Cardiovascular Fitness: the ability to persist in a physical activity that requires oxygen.

Competence: sufficient ability to enjoy safe participation in an activity.

Contraception: a process or technique for the prevention of pregnancy.

Critical Elements: the important qualitative cues that describe aspects of a movement or skill.

Dietary Guidelines for Americans: recommendations for nutritional health published by the USDA and DHHS. These guidelines reflect the most current scientific knowledge in nutrition for preventing chronic illnesses.

Discrimination: an act based on prejudice

Empathy: identification with and understanding of another's situation, feelings, and motives.

Exercise physiology: the branch of physiology that studies how the body adapts to physical movement. Topics studied in exercise physiology include, human energy transfer, human energy expenditure, evaluation of energy-generating capacities, the pulmonary system, the

cardiovascular system, the neuromuscular system, hormones, training methods, environmental effects on physiology, and ergogenic aids.

Fetal Alcohol Syndrome: a complex of birth defects including retarded growth and cardiac abnormalities that occur in infants born to women who consume excess alcohol during pregnancy.

F.I.T. Formula: training principle describing the relationship between increase in *frequency*, *intensity* of exercise and amount of *time* of exercise and their relationship to increases in performance.

Fitness Components: there are two kinds of components of fitness. Health related components are cardiovascular endurance, muscle strength, flexibility, body composition, and muscular endurance. Skill related components add agility, speed and other sport-related factors.

Flammable: easily ignited and capable of burning with great rapidity [term "inflammable" means the same].

Food-borne illnesses: infectious illnesses that are transmitted by unsafe or unclean handling of food or by inadequate cooking of food.

Food Guide Pyramid: a visual representation of USDA recommendations for healthy food choices; includes number of recommended servings of each of food groups.

Fundamental movement skills: Running, throwing, striking, leaping, jumping, etc.

Game structure: Each game has a basic framework that usually falls into one of several categories including: invasion games (e.g., basketball, football, hockey); net/wall activities (e.g., badminton, volleyball, tennis, racquetball); target games (golf, archery, bowling)

Health-related physical fitness: the personal fitness component most associated with health (cardiovascular endurance, muscular strength, flexibility, body composition, and muscular endurance).

Heterosexual: characterized by the attraction to and sexual orientation for the opposite sex.

Hygiene: conditions or practices that serve to promote or preserve health; habits of cleanliness.

Heimlich maneuver: an emergency procedure for dislodging food or other obstruction from the trachea to prevent asphyxiation.

Infant morbidity: the incidence of injury/disease among infants (defined as younger than one year-old).

Infant mortality: the incidence of death among infants (defined as younger than one year-old).

Inhalant: a substance introduced into the body by breathing it in, the practice of abusing substances in this manner is referred to as "huffing".

Mature form or fundamental motor patterns: The most efficient technique for the development of force production in a skill; usually associated with the highly skilled performances.

Microorganisms: an animal or plant of microscopic size, especially a bacterium or protozoan, which is capable of transmitting disease.

Monogamous: the custom of being married to only one person at a time; practicing sexual fidelity.

Movement concepts: The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement and the content involved in the movement.

Movement forms:

Dance: Creative/Modern, social-recreational, Folk/Square

Developmental Gymnastics: progressional gymnastic movement patterns appropriate for each grade level.

Individual Activities: gymnastics, self-defense, weight training, fitness walking

Movement Sequence: a series of movement's put together to flow smoothly and demonstrate an understanding of movement patterns.

Outdoor education: ropes, backpacking, canoeing, orienteering, and fishing

Net/Racquet: badminton, racquetball, table tennis, and volleyball

Target Activities: archery, bowling, and golf

Team Activities: soccer, volleyball, lacrosse, and field hockey

Periodontal disease: disease of the tissues around a tooth.

Sociology: the study of the social lives of humans, groups, and societies, sometimes defined as the study of social interactions. It concerns itself with the social rules and processes that bind and separate people not only as individuals, but also as members of associations, groups, and institutions. Sociology is interested in our behavior as social beings; thus, the sociological field of interest ranges from the analysis of short contacts between anonymous individuals on the street to the study of global social processes. In a broad sense, sociology is the scientific study of social groups, the entities through which humans move throughout their lives. Sport is often used as a mirror to study societal behaviors.

Stereotype: a person, group, event, or issue considered to conform to an unvarying pattern or manner lacking any individuality. Stereotypes limit expression and may be based on bias.

Universal standards for behavior: values or morals that are universally held, e.g., most cultures or societies expect the behavior.

** Adapted from South Carolina Physical Education Framework Field Review Draft, May 1999, pp.101-102.

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Appendix 1

§115C-81 (e1)

School Health Education Program to Be Developed and Administered

§115C-81 (e1)

School Health Education Program to Be Developed and Administered

July, 1997

- (1) A comprehensive school health education program shall be developed and taught to pupils of the public schools of this State from kindergarten through ninth grade. This program includes age-appropriate instruction in the following subject areas, regardless of whether this instruction is described as, or incorporated into a description of, "family life education"; "family health education"; "health education"; "family living"; "health"; "healthful living curriculum"; or "self-esteem":
 - a. Mental and emotional health;
 - b. Drug and alcohol abuse prevention;
 - c. Nutrition;
 - d. Dental health;
 - e. Environmental health;
 - f. Family living;
 - g. Consumer health;
 - h. Disease control;
 - i. Growth and development;
 - j. First aid and emergency care, including the teaching of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver by using hands-on training with mannequins so that students become proficient in order to pass a test approved by the American Heart Association, or American Red Cross;
 - k. Preventing sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS) virus infection, and other communicable diseases;
 - l. Abstinence until marriage education; and
 - m. Bicycle safety.

- (2) The State Board of Education shall supervise the development and operation of a statewide comprehensive school health education program including curriculum development, in-service training provision and promotion of collegiate training, learning material review, and assessment and evaluation of local programs in the same manner as for other programs. The State Board of Education shall adopt objectives for the instruction of the subject areas listed in subdivision (1) of this subsection that are appropriate for each grade level. In addition, the State Board shall approve textbooks and other materials incorporating these objectives that local school administrative units may purchase with State funds. The State Board of Education, through the Department of Public Instruction, shall, on a regular basis, review materials related to these objectives, and distribute these reviews to local school administrative units for their information.

- (3) The State Board of Education shall develop objectives for instruction in the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS) virus infection, that includes emphasis on the importance of parental involvement, abstinence from sex until marriage, and avoiding intravenous drug use. Any program developed under this subdivision shall present techniques and strategies to deal with peer pressure and to offer positive reinforcement and shall teach reasons, skills, and strategies for remaining or becoming abstinent from sexual activity; for appropriate grade levels and classes, shall teach that abstinence from sexual activity until marriage is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health and emotional problems, and that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including Acquired Immune Deficiency Syndrome (AIDS); and shall teach the positive benefits of abstinence until marriage and the risks of premarital sexual activity. Any instruction concerning the causes of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), in cases where homosexual acts are a significant means of transmission, shall include the current legal status of those acts.
- (4) The State Board of Education shall evaluate abstinence until marriage curricula and their learning materials and shall develop and maintain a recommended list of one or more approved abstinence until marriage curricula. The State Board may develop an abstinence until marriage program to include on the recommended list. The State Board of Education shall not select or develop a program for inclusion on the recommended list that does not include the positive benefits of abstinence until marriage and the risks of premarital sexual activity as the primary focus. The State Board shall include on the recommended list only programs that include, in appropriate grades and classes, instruction that:
- a. Teaches that abstinence from sexual activity outside of marriage is the expected standard for all school-age children;
 - b. Presents techniques and strategies to deal with peer pressure and offering positive reinforcement;
 - c. Presents reasons, skills, and strategies for remaining or becoming abstinent from sexual activity;
 - d. Teaches that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), and other associated health and emotional problems;
 - e. Teaches that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS);
 - f. Teaches the positive benefits of abstinence until marriage and the risks of premarital sexual activity;

- g. Provides opportunities that allow for interaction between the parent or legal guardian and the student; and
 - h. Provides factually accurate biological or pathological information that is related to the human reproductive system.
- (5) The State Board of Education shall make available to all local school administrative units for review by the parents and legal guardians of students enrolled at that unit any State-developed objectives for instruction, any approved textbooks, the list of reviewed materials, and any other State-developed or approved materials that pertain to or are intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), to the avoidance of out-of-wedlock pregnancy, or to the abstinence until marriage curriculum. The review period shall extend for at least 60 days before use.
- (6) Each local school administrative unit shall provide a comprehensive school health education program that meets all the requirements of this subsection and all the objectives established by the State Board. Each local board of education may expand on the subject areas to be included in the program and on the instructional objectives to be met. This expanded program may include a comprehensive sex education program for that local school administrative unit only if all of the following requirements are satisfied:
- a. Before a comprehensive sex education program is adopted, the local board of education shall conduct a public hearing, after adequately notifying the public of the hearing.
 - b. For at least 30 days before this public hearing and during this public hearing, the objectives for this proposed program and all instructional materials shall be made available for review.
 - c. For at least 30 days after the public hearing, the objectives for the program and all instructional materials shall remain available for review by parents and legal guardians of students in that local school administrative unit.
- (7) Each school year, before students may participate in any portion of
- (i) a program that pertains to or is intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), or to the avoidance of out-of-wedlock pregnancy,
 - (ii) an abstinence until marriage program, or
 - (iii) a comprehensive sex education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials. Local boards of education shall adopt policies to provide opportunities either for parents and legal

guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.

- (8) Students may receive information about where to obtain contraceptives and abortion referral services only in accordance with a local board's policy regarding parental consent. Any instruction concerning the use of contraceptives or prophylactics shall provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), in actual use among adolescent populations and shall explain clearly the difference between risk reduction and risk elimination through abstinence.
 - (9) Contraceptives, including condoms and other devices, shall not be made available or distributed on school property.
- 5 School health coordinators may be employed to assist in the instruction of any portion of the comprehensive school health education program. Where feasible, a school health coordinator should serve more than one local school administrative unit. Each person initially employed as a State-funded school health coordinator after June 30, 1987, shall have a degree in health education.

Appendix 2

§115C- 307 (e1)

School Physical Activity in Early Childhood

§115C-307 (e1)

Duties of Teachers

- (b) To provide for General Well-Being of Students. – It shall be the duty of all teachers, including student teachers, substitute teachers, or voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

Appendix 3

HSP-S-000

Healthy Active Children Policy

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Healthy Schools

Policy ID Number: HSP-S-000

Policy Title: Policy regarding physical education in the public schools

Current Policy Date: 01/09/2003

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

HEALTHY ACTIVE CHILDREN:

Section 1. LOCAL SCHOOL HEALTH ADVISORY COUNCIL

- (a) Each school district shall establish and maintain a local School Health Advisory Council to help plan, implement, and monitor this policy as well as other health issues as part of the coordinated school health plan.
- (b) The local School Health Advisory Council shall be composed of community and school representatives from the eight areas of a coordinated school health program mentioned in Section 4 (a), representatives from the local health department and school administration.

Section 2. PHYSICAL EDUCATION

- (a) To address issues such as overweight, obesity, cardiovascular disease, and Type II diabetes, students enrolled in kindergarten through eighth grades are to participate in physical activity as part of the district's physical education curriculum. Elementary schools should consider the benefits of and move toward having 150 minutes per week with a certified physical education teacher throughout the 180-day school year. Middle schools should consider the benefits of and move toward having 225 minutes per week of Healthful Living Education with certified health and physical education teachers throughout the 180-day school year.
- (b) The physical education course shall be the environment in which students learn, practice and receive assessment on developmentally appropriate motor skills, social skills, and knowledge as defined in the North Carolina Healthful Living Standard Course of Study and foster support and guidance for being physically active. In order to meet enhanced goals, these classes should be the same class size as other regular classes.

Section 3. RECESS AND PHYSICAL ACTIVITY

- (a) Structured/unstructured recess and other physical activity (such as, but not limited to, physical activity time, physical education or intramurals) shall not be taken away from students as a form of punishment. In addition, severe and/or inappropriate exercise may not be used as a form of punishment for students.
- (b) A minimum of 30 minutes of moderate to vigorous physical activity shall be provided by schools for all K-8 students daily. This requirement can be achieved through a regular physical education class and/or through activities such as recess, dance, classroom energizers, or other curriculum based physical education activity programs. However, such use of this time should complement and not substitute for the physical education program.
- (c) The physical activity required by this section must involve physical exertion of at least a moderate to vigorous intensity level and for a duration sufficient to provide a significant health benefit to students.

Section 4. COORDINATED SCHOOL HEALTH PROGRAMS (CSHP)

- (a) The State Board of Education shall make available to each school district a coordinated school health model designed to address health issues of children. The program must provide for coordinating the following eight components:
 - safe environment;
 - physical education;
 - health education;
 - staff wellness;
 - health services;
 - mental and social health;
 - nutrition services; and
 - parental/family involvement.
- (b) The North Carolina Department of Public Instruction shall notify each school district of the availability of professional development opportunities and provide technical assistance in implementing coordinated school health programs at the local level.

Section 5. THIS AMENDED POLICY SHALL BE FULLY IMPLEMENTED BY THE 2006-2007 SCHOOL YEAR.

- (a) Each local school district shall develop an action plan prepared in collaboration with the local School Health Advisory Council to assist in the implementation of the policy. This action plan shall identify steps that need to be taken each year to fully implement the policy by the 2006-2007 school year and shall include a review and appropriate modification of existing physical education and health curricula.
- (b) Action plans shall be submitted to the North Carolina Department of Public Instruction by July 15, 2004.
- (c) Progress reports shall be submitted to the North Carolina Department of Public Instruction by July 15, 2005 and 2006.
- (d) Beginning July 15, 2007, each local school district in collaboration with the local School Health Advisory Council shall prepare a report annually which will include the minutes of physical education and/or healthful living, physical activity received by students in

each school within the district. Indicators that will mark successful implementation and evidences of completion shall be a part of the plan.

- (e) This report shall be completed by July 15th each year and remain on file for a period of 12 months to be provided upon request of the North Carolina Department of Public Instruction and local boards of education.
- (f) Progress reports and the annual reports shall also include any other information that may be recommended from the State Board of Education's Ad Hoc Committee studying implementation of the physical education and Healthful Living programs in kindergarten through eighth grades.