

# Comprehensive Health and Physical Education

June 2022

# Process

- In collaboration with the health teachers:
- Compared 2017 and 2021 Health Curriculum.
- Focus is on the Core Ideas. Compared what is currently taught with new curriculum core ideas.
- Considered age of our students as well as developmental appropriateness.
- Created our own scope and sequence for all the health standards.
- Identified learning objectives for K-2, 3rd, 4th, and 5th-6th grades.

## **PK-2 Personal Growth and Development**

| <b>2017</b>   |   |
|---|---|
| <b>Standards</b>  | <b>Core Ideas</b>   |
| 2.1.PA.1 Developing self-help skills and personal hygiene skills promotes healthy habits. | Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather). |
| 2.1.PA.2 Developing self-help skills and personal hygiene skills promotes healthy habits. | Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils when dressing and brushing teeth).                |
| 2.1.2.A.1 Health-enhancing behaviors contribute to wellness.                              | Explain what being “well” means and identify self-care practices that support wellness.   |
| 2.1.2.A.2 Health-enhancing behaviors contribute to wellness.                              | Use correct terminology to identify body parts, and explain how body parts work together to support wellness.   |

| <b>2021</b>   |   |
|---|---|
| <b>Standards</b>  | <b>Core Ideas</b>   |
| 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.  | Individuals enjoy different activities and grow at different rates. |
| 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).                       | Personal hygiene and self-help skills promote healthy habits.       |
| 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.                      |   |
| 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. |   |
| 2.1.2.PGD.5: List medically accurate names for body parts, <b>including the genitals.</b>                                 | <b>*Highlighted area will not be taught.</b>                        |

## **Mansfield's K-2 Unit 4: Personal Growth and Development (2022)**

**Unit 4: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

### **Unit Objectives:**

*Students will be able to...*

- identify the human body as a collection of systems that allows them to survive.(K-2)
- identify the parts and function of the digestive system, nervous system, muscular system, and respiratory system.
- identify the parts of the eye and ear. (Grade 2)

## 3-5 Personal Growth and Development

### 3-4 Personal Growth and Development

2017

#### Standards

2.1.4.A.1 The dimensions of wellness are interrelated and impact overall well-being.

2.1.4.A.2 The dimensions of wellness are interrelated and impact overall well-being.

#### Core Ideas

Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

Determine the relationship of personal health practices and behaviors on an individual's body system.

### 3-5 Personal Growth and Development

2021

#### Standards

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

#### Core Ideas

Health is influenced by the interaction of body systems.

### 3-5 Personal Growth and Development

#### 3-4 Sexuality

2017

#### Standards

#### Core Ideas

2.4.4.B.1 Puberty is a period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.

Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

**\*Currently not taught until 5th grade.**

#### 3-5 Personal Growth and Development

2021

#### Standards

#### Core Ideas

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.  
**\*5th grade only**

2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

Puberty is a time of physical, social, and emotional changes. **\*5th grade only**

**\*Highlighted area will not be taught.**

**Third Grade Unit 3: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

**Unit Objectives:**

*Students will be able to...*

- identify ways to take care of your eyes and ears.
- identify ways to care for your teeth and gums.
- identify ways to care for your skin, hair, and nails
- identify how your body is organized.
- identify how body systems work together.
- identify the structure and function of the skeletal system.
- identify the structure and function of the muscular system.
- identify the structure and function of the skin.
- identify the structure and function of the digestive system.
- identify the structure and function of the circulatory system.
- identify the structure and function of the respiratory system.
- identify the structure and function of the nervous system.
- identify the factors that affect your growth.
- identify the ways that you have changed since birth.
- identify the ways that you are changing during childhood.
- identify the changes that will occur in adolescence.
- identify the changes that will occur in adulthood.

**Fourth Grade Unit 3: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

**Unit Objectives:**

*Students will be able to...*

- identify the stages of the life cycle.
- identify signs that your body is changing.
- identify how your body grows.
- identify the way your muscles work.
- identify what your bones do.
- identify ways to care for muscles and bones.
- identify how the circulatory and respiratory systems work.
- identify how to care for your heart and lungs.
- identify how your digestive system works.
- identify how to care for your digestive system.
- identify the five sense organs.
- identify how the nervous system works.
- identify how to care for the nervous system.
- identify why you need medical checkups.
- identify why you need to keep your teeth healthy.
- identify how to floss and brush your teeth.
- identify how to keep your eyes and ears healthy.
- identify how to protect your hearing.
- describe why grooming your skin, hair, and nails is important.

**Fifth and 6th Grade Unit 3: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

**Unit Objectives:**

*Students will be able to...*

- identify that you will go through many physical, mental/emotional, and social changes during your teen years (puberty).
- identify that each human passes through several stages of development before reaching adolescence.
- identify that practicing good health skills will allow you to remain healthy throughout early, middle, and late adulthood.
- identify that caring for your skin and hair is important to your overall physical health.
- identify that your teeth perform important functions and keeping them healthy is part of responsible healthful behaviors.
- identify that caring for your eyes and ears will keep them healthy.
- identify that your skeletal and muscular systems work together to make your body move.
- identify that your nervous system controls and sends messages throughout your body.
- identify that your heart is the center of your circulatory systems, and your lungs are the center of your respiratory system.
- identify that your digestive and excretory systems process the food you eat for use by your body.
- Identify that your body has glands and organs that allow it to function and reproduce. (6th Grade Only)
- identify that your immune system helps your body defend itself against infections.

## **6-8 Social and Sexual Health**

| <b>5-6 Social Health</b>   |   | <b>6-8 Social and Sexual Health</b>  |  |
|--|---|--|--|
| <b>2017</b>  |   | <b>2021</b>  |  |
| <b>Standards</b>   | <b>Core Ideas</b>   | <b>Standards</b>   | <b>Core Ideas</b>  |
| 2.1.6.E.2 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. | Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. | 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.  | Inclusive schools and communities are accepting of all people and make them feel welcome and included. |
|  |   | 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. |  |

## 6-8 Social and Sexual Health

### 5-6 Interpersonal Communication

2017

#### Standards

#### Core Ideas

2.2.6.A.1 Effective communication may be a determining factor in the outcome of health- and safety-related situations.

Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Demonstrate the use of refusal, negotiation, and assertiveness skills in different situations.

### 6-8 Social and Sexual Health

2021

#### Standards

#### Core Ideas

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

## 6-8 Social and Sexual Health

### 5-6 Relationships

**2017**

| Standards  | Core Ideas  |
|--|---|
| 2.4.6.A.1 Healthy relationships require a mutual commitment. | Compare and contrast how families may change over time.                                 |
| 2.4.6.A.2 Healthy relationships require a mutual commitment. | Analyze the characteristics of healthy friendships and other relationships.             |
| 2.4.6.A.3 Healthy relationships require a mutual commitment. | Examine the types of relationships adolescents may experience.                          |
| 2.4.6.A.4 Healthy relationships require a mutual commitment. | Demonstrate successful resolution of a problem(s) among friends in other relationships. |
| 2.4.6.A.5 Healthy relationships require a mutual commitment. | Compare and contrast the role of dating and dating behaviors in adolescence.            |

### 6-8 Social and Sexual Health

**2021**

| Standards   | Core Ideas   |
|---|--|
| 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.                               | Relationships are influenced by a wide variety of factors, individuals, and behaviors. |
| 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. |  |
| 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.            |  |
|   |  |
|   |  |
|   |  |

## 6-8 Social and Sexual Health

| 5-6 Sexuality   |   |
|---|---|
| 2017  |   |
| Standards   | Core Ideas  |
| 2.4.6.B.1 Most significant physical, emotional, and mental growth changes occur during adolescence, but necessarily at the same rates | Compare growth patterns of males and females during adolescence.  |
| 2.4.6.B.2 Responsible actions regarding sexual behavior impact the health of oneself and others.                                      | Summarize strategies to remain abstinent and resist pressures to become sexually active.                    |
| 2.4.6.B.3 Responsible actions regarding sexual behavior impact the health of oneself and others.                                      | Determine behaviors that place one at risk for HIV/AIDS, STI's, HPV, or unintended pregnancy.               |
| 2.4.6.B.4 Responsible actions regarding sexual behavior impact the health of oneself and other  | Predict the possible physical, social, emotional impacts of adolescent decisions regarding sexual behavior. |
| *Highlighted areas: not currently taught and will continue to not be taught.  |   |

| 6-8 Social and Sexual Health  |   |
|---|---|
| 2021  |   |
| Standards   | Core Ideas  |
| 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.  | <p>There are factors that contribute to making healthy decisions about sex.</p> <p><b>*Highlighted areas will not be taught.</b></p> <p><b>*8th Grade topics.</b></p> |
| 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).  |   |
| 2.1.8.SSH.9: Define vaginal, oral, and anal sex.  |   |
| 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). |   |
| 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).  |   |

# Mansfield's 5th-6th Grade Unit 2: Social and Sexual Health (2022)

**Unit 2: Social and Sexual Health:** Social and sexual health is a person's ability to communicate and interact with other efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.

## **Unit Objectives:**

*Students will be able to...*

- identify that healthy relationships depend on good communication.
- identify that your relationships with family members are some of the most important in your life.
- identify that strong relationships will have a positive effect on your physical, mental/emotional, social health.
- identify that friendships become more important during adolescence.
- identify that character is the way a person thinks, feels, and acts.
- identify that good character is built on trustworthiness and respect.

## **Mansfield's 5th-6th Grade Unit 2: Social and Sexual Health (2022)**

- identify that acts of responsibility and fairness demonstrate good character.
- identify that good character including caring and citizenship.
- identify that your words and actions show your character.
- identify that anyone can experience bullying and harassment, but there are effective ways to stop both.
- identify that cyberbullying is a growing problem that causes harm and humiliation.
- describe ways to stop bullying behavior.
- identify ways to resolve conflicts in healthful ways can help your overall well-being.
- identify that factors that make conflicts worse include anger, jealousy, group pressure, and the use of alcohol and other drugs.
- explain ways to deal with conflict in constructive ways.
- identify that mediation can provide a solution that is acceptable to both parties.
- identify that violence is a major health problem in our society.
- explain how you can prevent violence.
- identify that abuse affects the physical, mental/emotional, and social health of the person who is abused.
- identify that the cycle of abuse can be stopped, but it often requires outside help.

## Pregnancy and Parenting

| Pregnancy and Parenting   |   |
|---|---|
| 2017  |   |
| Standards   | Core Ideas  |
| <b>K-2</b><br>2.4.2.C.1 The health of the birth mother impacts the development of the fetus.  | Explain the factors that contribute to a mother having a healthy baby   |
|   |   |
| <b>3-4</b><br>2.4.4.C.1 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother | Explain the process of fertilization and how cells divide and create embryo/fetus that grows and develops during pregnancy. |
| 2.4.4.C.2 The health of the birth mother impacts the development of the fetus.<br><br><b>*Currently not taught in K-5 and will continue to not be taught.</b>   | Relate the health of the birth mother to the development of a healthy fetus.  |

| Pregnancy and Parenting   |   |
|---|---|
| 2021  |   |
| Standards   | Core Ideas  |
| <b>K-2</b><br>2.1.2.PP.1: Define reproduction.<br><br>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). | All living things may have the capacity to reproduce.   |
| 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).   |   |
| <b>3-5</b><br>2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.  | Pregnancy can be achieved through a variety of methods. |
| 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).  |   |

## 5-6 Pregnancy and Parenting

**2017**

### Standards

### Core Ideas

2.4.6.C.1 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy

2.4.6.C.2 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

Identify the sign and symptoms of pregnancy

2.4.6.C.3 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

Identify prenatal practices that support a healthy pregnancy.

2.4.6.C.4 Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.

Predict challenges that may be faced by adolescent parents and their families.

**\*Currently not taught in 5th or 6th grade as listed.**

## 6-8 Pregnancy and Parenting

**2021**

### Standards

### Core Ideas

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.  
2.1.8.PP.5: Identify resources to assist with parenting.

There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

## **Mansfield's 5th-6th Grade Unit 2: Social and Sexual Health (2022)**

### **Unit 9: Pregnancy and Parenting: (6th Grade only)**

#### **Unit Objectives:**

*Students will be able to...*

- identify that all living things may have the capacity to reproduce.

# 2017 Curriculum Document

<https://www.mansfieldtsd.org>

1. Departments
2. Curriculum
3. Health and Physical Education

## CURRICULUM

Curriculum

Curriculum Resources

21st Century Life and Career Skills

Character Education

English Language Arts

Financial Literacy

[Health and Physical Education](#)

Math

Science

Social Studies

Technology

Visual and Performing Arts

World Language

Health and Physical Education - last updated 2017

**Comprehensive Health and Physical Education 2020** - will be posted pending Board of Education approval.