



Healthy and Balanced Living Curriculum Framework

**Comprehensive School Health Education
Comprehensive Physical Education**

2006



Connecticut State Department of Education

George A. Coleman
Interim Commissioner of Education

Division of Teaching and Learning Programs and Services

George P. Dowaliby
Interim Associate Commissioner

Bureau of Health and Nutrition Services and Child/Family/School Partnerships

Charlene Russell-Tucker
Bureau Chief

Coordinated School Health Partnership Staff

Cheryl Ann Resha
Bonnie Edmondson, *Project Manager*
Susan Fiore
Jo Ann Freiberg
Jean Mee, *Project Manager*
Scott Newgass

Office of Communications

Deborah Koval
DTLPS Publications and Web Content Coordinator

Matthew Falconer
Editor

Healthy and Balanced Living Curriculum Framework

**Comprehensive School Health Education
Comprehensive Physical Education**

2006

Acknowledgments

Numerous professionals contributed to the development of the Healthy and Balanced Living Curriculum Framework. It was through their leadership, hard work, dedication and persistence that this document has become a dynamic resource to address and promote the health and wellness of students in Connecticut.

A special thank you to the following individuals who served as the core writing team for the Healthy and Balanced Living Curriculum Framework:

Patricia F. Miller, consultant and facilitator of committee;
Joe Amenta, Area Cooperative Educational Services;
Rosemarie Bonner, West Hartford Public Schools;
Cindy Garrey, Granby Public Schools;
Shirley Hughes, Ridgefield Public Schools;
John Novakowski, Bristol Public Schools;
Patty Pursell, Wallingford Public Schools;
Amanda Reed, early childhood consultant;
Kristen Trezza, New England Dairy & Food Council;
Heidi Zacchera, Canton Public Schools;
Charlene Russell-Tucker, State Department of Education;
Barb Westwater, State Department of Education; and
Joyce Staples, State Department of Education.

We would also like to thank Matt Falconer and Deb Koval for their editing and formatting of the document.

Bonnie J. Edmondson
Comprehensive School Health Education Consultant, HIV/STD Prevention Coordinator

Jean Mee
Comprehensive Physical Education and School Health Education Consultant

Healthy and Balanced Living Curriculum Framework

The Healthy and Balanced Living Curriculum Framework provides a blueprint for how students can live an active and healthy life. The goal of the Framework is to show the linkages between the components of comprehensive school health education and comprehensive physical education that lead to a healthy and balanced life. The Framework supports students in making connections and applying skills for a lifetime of health and well-being. Four overarching curricular outcomes equip students to live actively and fully in a state of personal, interpersonal and environmental well-being: skills, literacy, concepts and plans, and advocacy.

Schools serve children from the Pre-kindergarten level through Grade 12, which represents a continuum of development. The Framework reflects appropriate expectations at the Pre-kindergarten, Grade 4, Grade 8 and Grade 12 levels that build on one another.

This continuum allows schools to appropriately use the Comprehensive School Health Education and Comprehensive Physical Education Standards to support and guide students' personal and academic achievement through development of skills needed to: live a healthy and balanced lifestyle; access, evaluate and use information from various sources to achieve overall health and well-being; comprehend concepts related to health and fitness and implement realistic plans for lifelong healthy and balanced living; and make plans and take actions that lead to healthy and balanced living for themselves and for the world around them.

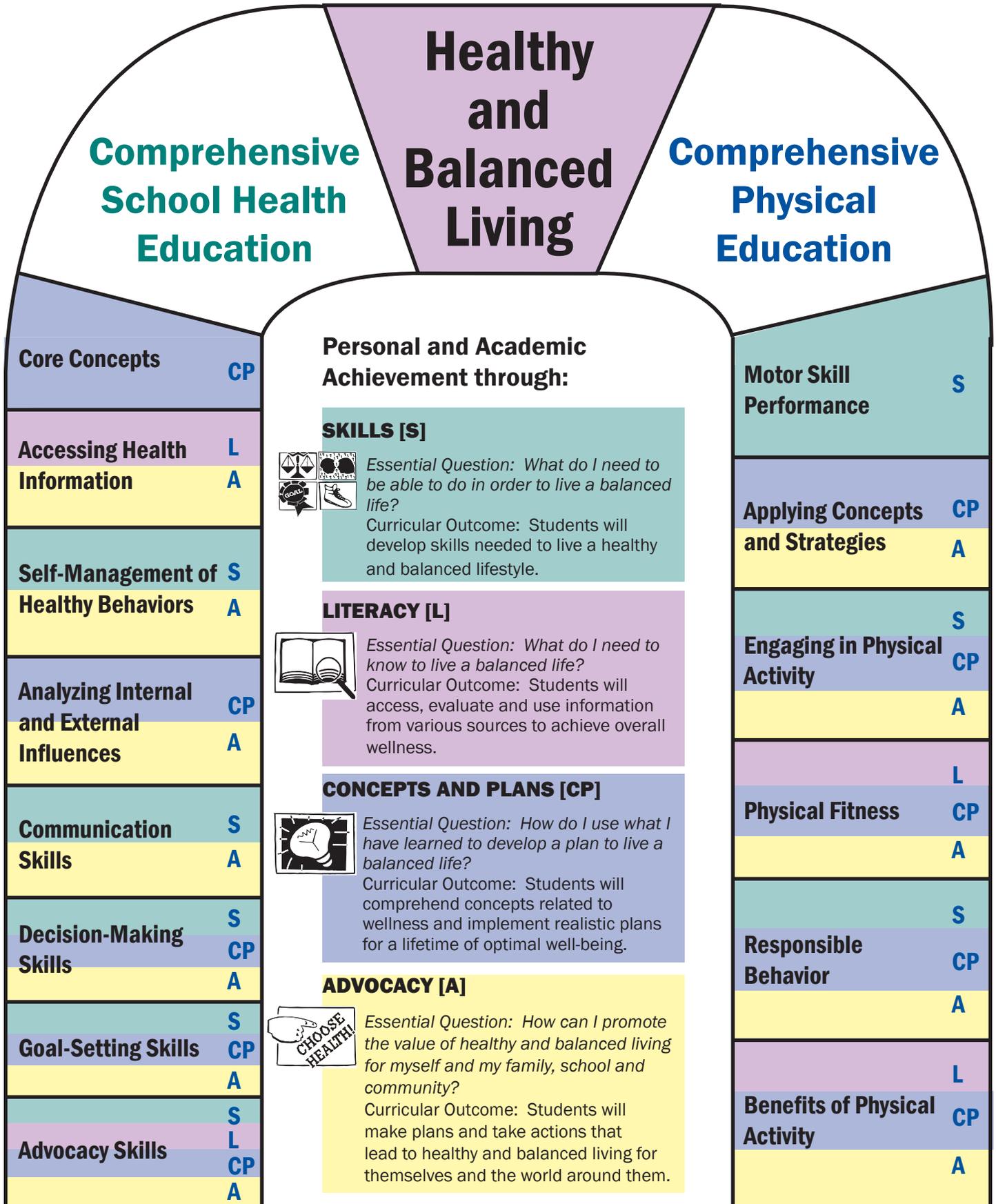
The Comprehensive School Health Education and Comprehensive Physical Education Standards incorporate the expectations outlined in the *Connecticut Preschool Curriculum Framework* and are based on the *National Health Education Standards* and *Moving into the Future: The National Standards*

for Physical Education, 2nd Edition. The overarching standards are consistent with the national standards, and sample performance indicators are specifically designed for Connecticut's schools and learners.

There is substantial evidence that poor health affects educational outcomes, behaviors and attitudes, and that the attainment of educational goals is dependent on the achievement of good health. The Framework provides the blueprint for districts to address the health and energy balance of students and guide them toward becoming well-informed, health literate individuals, as well as competent, confident and joyful movers.

The standards were developed by applying the following characteristics of a literate person within the context of health and fitness: critical thinker and problem solver; responsible, productive citizen; self-directed learner; and effective communicator.

BIG IDEA: How do I live a healthy and balanced life?



An Environment that is Safe – Physically, Socially, Emotionally and Intellectually

Comprehensive School Health Education

Comprehensive Physical Education

Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?
Curricular Outcome: Students will comprehend concepts related to health-promotion and disease prevention to enhance health.

CP

Standard 2: Accessing Health Information

Essential Question: How and where do I find information and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information and products and services to enhance health.

L

A

Standard 3: Self-Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

S

A

Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

CP

A

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

S

A

Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

S

CP

A

Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

S

CP

A

Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

S

L

CP

A

Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

S

Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

CP

A

Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active, and why is this important?

Curricular Outcome: Students will participate regularly in physical activity.

S

CP

A

Standard 12: Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness.

L

CP

A

Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical activity?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

S

CP

A

Standard 14: Benefits of Physical Activity

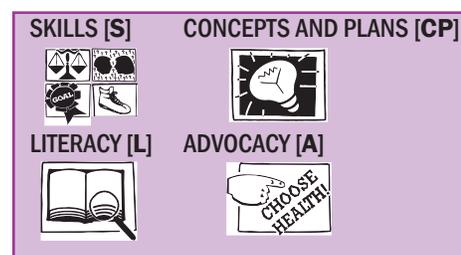
Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

L

CP

A



Comprehensive School Health and Physical Education Content Standard Narratives

The Healthy and Balanced Living Curriculum Framework provides a blueprint for how students can live an active and healthy life. While strong linkages are made between Comprehensive School Health Education and Comprehensive Physical Education, *each remains a defined curricular content area taught by appropriately certified teachers*. The content narrative provides the foundation for each standard, as well as an explanation of the performance indicators identified within the standards. Comprehensive School Health Education is reflected in standards 1-8 and Comprehensive Physical Education is reflected in standards 9-14.

Standard 1 Comprehend concepts related to health promotion and disease prevention

The intent of this standard is to provide a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Comprehension of current health information and concepts enables students to become health-literate, self-directed learners, which establishes a foundation of healthy and balanced living. Topics to be included are: human growth and development; community/ environmental health; human sexuality; injury and disease prevention; mental and emotional health; nutrition and physical activity; and alcohol, tobacco and other drugs.

Standard 2 Demonstrate the ability to access valid health information and health-promoting products and services

This standard addresses the ability of the learner to enhance health and to access valid health information, products and services. This is important in prevention, early detection and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select and access health-promotion services and products. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health-literate and responsible, productive citizens.

Standard 3 Demonstrate the ability to practice health-enhancing behaviors to reduce health risks

The intent of this standard is the achievement of self-initiated behaviors that promote a healthy and balanced life. Research confirms that many diseases and injuries can be prevented by avoiding or reducing harmful risk-taking behaviors. Strategies used to maintain and improve positive health behaviors will use knowledge and skills that help students become critical thinkers and problem-solvers.

Standard 4 Analyze the influence of culture, media, technology and other factors on health

This standard is designed to develop an awareness of the variety of factors that co-exist within society. These influences include family, peers, schools, communities, media, technology and cultural beliefs. A critical thinker and problem solver is able to analyze, evaluate and interpret the influence of these factors on health. The health-literate, responsible and productive citizen draws upon the contribution of culture, media, technology and other factors to strengthen individual, family and community health.

Standard 5 Demonstrate the ability to use interpersonal communication skills to enhance health

This standard involves the ability of the learner to use effective communication to enhance health and avoid or reduce health risks. A responsible individual will use verbal and nonverbal skills in developing and maintaining healthy personal relationships. The ability to organize and to convey information, beliefs, opinions and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration and respect of self and others.

Standard 6 Demonstrate the ability to use decision-making skills to enhance health

This standard involves the ability of the learner to use the process of decision-making to implement and sustain health-enhancing behaviors. This essential, lifelong skill makes it possible for individuals to transfer health knowledge into healthy and balanced living.

Standard 7 Use the goal-setting process to enhance health

This standard involves the ability of the learner to use the goal-setting process to improve health. This essential, life-long skill enables individuals to formulate and implement an effective plan for healthy and balanced living.

Standard 8 Demonstrate the ability to advocate for personal, family and community health

This standard is designed to develop a variety of health advocacy skills. Responsible citizens who are health literate are characterized by advocating for positive healthy living in their communities.

Standard 9 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

The intent of this standard is development of the physical skills needed to enjoy participation in physical activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor skill acquisition and gives students the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.

Standard 10 Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

The intent of this standard is facilitation of learners' ability to use cognitive information to understand and enhance motor skill acquisition and performance. It enhances the ability to use the mind to control or direct one's performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociobiology, and biomechanics and exercise physiology.

Standard 11 Participate regularly in physical activity

The intent of this standard is the establishment of patterns of regular participation in meaningful physical activity. This standard connects what is done in the physical education class with the lives of students outside the classroom. Although participation within the physical education class is important, what the student does outside the physical education class is crucial to developing an active, healthy lifestyle that has the potential to help prevent a variety of problems among future generations of adults. Students make use of the skills and knowledge learned in physical education class as they engage in regular physical activity outside the physical education class. They demonstrate effective self-management skills that enable them to participate in physical activity on a regular basis.

Standard 12 Achieve and maintain a health-enhancing level of physical fitness

The intent of this standard is the development of students' knowledge, skills and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

Standard 13 Exhibit responsible personal and social behavior that respects self and others in physical activity settings

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race and socioeconomic status.

Standard 14 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction

The intent of this standard is development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity provides opportunities for self-expression and social interaction and can be enjoyable, challenging and fun. These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span.

Healthy and Balanced Living Curriculum Framework

Comprehensive School Health Education

2006

Comprehensive School Health Education

Content Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?

Curricular Outcome: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually-transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P (prekindergarten).1.1. List personal health behaviors (e.g. hand washing, teeth brushing, independent toileting, use of tissues, explaining feelings, making healthy food choices, daily physical activity)</p> <p>P.1.2. Describe similarities and differences between self and others and understand that the body is good and special</p> <p>P.1.3. Identify and describe functions of body parts (e.g. stomach, feet, hands, ears, eyes, mouth)</p> <p>P.1.4. Identify how families can influence personal health</p> <p>P.1.5. Describe a healthy and safe environment</p> <p>P.1.6. Identify health and safety problems that can be treated early</p> <p>P.1.7. Identify ways injuries can be prevented</p> <p>P.1.8. Identify and practice ways to prevent disease and other health problems</p> <p>P.1.9. Discuss germs and their connection to illness</p>	<p>E (elementary).1.1. Describe relationships between personal health behaviors and individual well-being</p> <p>E.1.2. Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body</p> <p>E.1.3. Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems</p> <p>E.1.4. Explore how families can influence personal health</p> <p>E.1.5. Examine how physical, social and emotional environments influence personal health</p> <p>E.1.6. Identify health problems and illnesses that can be prevented or treated early</p> <p>E.1.7. Explain how childhood injuries can be prevented or treated</p> <p>E.1.8. Recognize how family history, individual decisions, and other risk factors are related to cause and prevention of disease and other health problems</p> <p>E.1.9. Define the terms communicable (infectious) and non-communicable (non-infectious) diseases and identify ways to help prevent disease (e.g. HIV/AIDS, diabetes, cancer, heart disease)</p> <p>E.1.10. Describe the physical and emotional changes that occur during puberty</p>	<p>M (middle).1.1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death</p> <p>M.1.2. Describe the interrelationship of mental, emotional, social and physical health during pre-adolescence/ adolescence</p> <p>M.1.3. Explain how health is influenced by the growth and interaction of body systems</p> <p>M.1.4. Examine how families and peers can influence the health of adolescents</p> <p>M.1.5. Analyze ways in which the environment and personal health are interrelated</p> <p>M.1.6. Use appropriate strategies to prevent/reduce risks and promote well-being</p> <p>M.1.7. Explain how appropriate health care can prevent premature death and disability</p> <p>M.1.8. Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems</p> <p>M.1.9. Identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)</p> <p>M.1.10. Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education</p> <p>M.1.11. Define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each</p>	<p>H (high).1.1. Analyze how behaviors can affect health maintenance and disease prevention</p> <p>H.1.2. Describe the interrelationship of mental, emotional, social and physical health throughout adulthood</p> <p>H.1.3. Evaluate the impact of personal health behaviors on the functioning of body systems</p> <p>H.1.4. Evaluate how families, peers and community members can influence the health of individuals</p> <p>H.1.5. Analyze ways in which the environment influences the health of the community</p> <p>H.1.6. Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood</p> <p>H.1.7. Assess how public health policies and government regulations can influence health promotion and disease prevention</p> <p>H.1.8. Analyze how research and medical advances can influence the prevention and control of health problems</p> <p>H.1.9. Research and analyze factors that increase the risk of contracting communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease, hepatitis)</p> <p>H.1.10. Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime, from birth to death</p> <p>H.1.11. Compare and contrast abstinence to other forms of contraception to reduce risks of disease/unintended pregnancy</p>

Comprehensive School Health Education

Content Standard 2: Accessing Health Information and Resources

Essential Question: How and where do I find information, products and resources?

Curricular Outcome: Students will demonstrate the ability to access valid health information, products and services.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.2.1. Demonstrate the ability to seek health information from trusted adults (e.g. common health and safety concerns, roles and responsibilities of community helpers)</p> <p>P.2.2. Demonstrate the ability to seek help from trusted adults (e.g. dial 911, ask for help from firefighters or police officers)</p> <p>P.2.3. Identify characteristics of a trusted adult</p>	<p>E.2.1. Demonstrate the ability to locate valid health information, products and services</p> <p>E.2.2. Demonstrate the ability to locate resources from home, school and community that provide valid health information</p> <p>E.2.3. Describe factors that may influence the selection of health information, products and services</p> <p>E. 2.4. Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults</p>	<p>M.2.1. Analyze the validity of health information and the cost of products and services</p> <p>M.2.2. Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services</p> <p>M.2.3. Examine factors that may influence the personal selection of health information, products and services</p> <p>M.2.4. Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults</p>	<p>H.2.1. Evaluate the validity of health information and the cost of products and services</p> <p>H.2.2. Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others</p> <p>H.2.3. Evaluate factors that may influence the personal selection of health products and services</p> <p>H.2.4. Analyze medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults</p>

Comprehensive School Health Education

Content Standard 3: Self-management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?

Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.3.1. Identify healthy behaviors (e.g. wearing seatbelts, hand washing)</p> <p>P.3.2. Identify personal behaviors that are health-enhancing</p> <p>P.3.3. Identify personal health behaviors that need to be changed</p> <p>P.3.4. Demonstrate good hygiene practices to improve and maintain personal health</p> <p>P.3.5. Understand and follow rules and routines</p> <p>P.3.6. Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time)</p>	<p>E.3.1. Identify responsible health behaviors</p> <p>E.3.2. List personal health needs</p> <p>E.3.3. Compare behaviors that are safe to those that are risky or harmful</p> <p>E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions</p> <p>E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease</p> <p>E.3.6. Identify and practice skills to manage stress</p>	<p>M.3.1. Explain the importance of assuming responsibility for personal health behaviors</p> <p>M.3.2. Examine personal health status to determine needs</p> <p>M.3.3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others</p> <p>M.3.4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions</p> <p>M.3.5. Examine and apply safety techniques to avoid and reduce injury and prevent disease</p> <p>M.3.6. Apply skills to manage stress</p>	<p>H.3.1. Assess the importance of assuming responsibility for personal health behaviors</p> <p>H.3.2. Analyze personal health status to determine needs</p> <p>H.3.3. Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community</p> <p>H.3.4. Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions</p> <p>H.3.5. Use and evaluate safety techniques to avoid and reduce injury and prevent disease</p> <p>H.3.6. Evaluate and apply appropriate stress management strategies</p>

Comprehensive School Health Education

Content Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?

Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.4.1. Discuss their roles in the family and the roles of their parents/guardians</p> <p>P.4.2. Recognize how media and technology can influence their lives</p> <p>P.4.3. Discuss how families and school influence personal health</p>	<p>E.4.1. Describe how family and culture influence personal health behaviors</p> <p>E.4.2. Explain how media and technology influence personal and health behaviors</p> <p>E.4.3. Explain how family, school and peers influence personal health</p> <p>E.4.4. Identify and explain how the media may influence messages one may receive about body image</p>	<p>M.4.1. Examine the influence of family beliefs and cultural beliefs on personal health behaviors</p> <p>M.4.2. Analyze how media, technology and other factors influence personal health behaviors</p> <p>M.4.3. Analyze how family, school and peers influence personal health</p> <p>M.4.4. Identify and explain how the media may influence behaviors and decisions in regard to sexuality</p>	<p>H.4.1. Analyze how family and cultural diversity enriches and affects personal health behaviors</p> <p>H.4.2. Evaluate the effects of media, technology and other factors on personal, family and community health</p> <p>H.4.3. Evaluate how information from family, school, peers and the community influences personal health</p> <p>H.4.4. Analyze the media influence on behaviors and decisions as it relates to sexuality</p>

Comprehensive School Health Education

Content Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?

Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.5.1. Practice using words to communicate as a means of enhancing health</p> <p>P.5.2. Describe characteristics of a responsible individual</p> <p>P.5.3. Practice using words to identify emotions</p> <p>P.5.4. Identify healthy ways to express needs, wants and feelings</p> <p>P.5.5. Demonstrate caring and empathy for others</p> <p>P.5.6. Demonstrate the ability to listen and speak in turn</p> <p>P.5.7. Identify ways to deal with conflict</p> <p>P.5.8. List examples of conflict</p> <p>P.5.9. Engage in developing solutions to resolve conflicts and seek help when necessary</p>	<p>E.5.1. Practice verbal and nonverbal communication as a means of enhancing health</p> <p>E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community</p> <p>E.5.3. Describe emotions and how they can affect an individual's behavior</p> <p>E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings</p> <p>E.5.5. Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p> <p>E.5.6. Demonstrate active listening skills to build and maintain healthy relationships with peers and family members</p> <p>E.5.7. Demonstrate avoidance and refusal skills to enhance health</p> <p>E.5.8. Identify possible causes of conflict</p> <p>E.5.9. Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate</p>	<p>M.5.1. Apply effective verbal and nonverbal communication skills as a means of enhancing health</p> <p>M.5.2. Use characteristics needed to be a responsible individual within their peer group, school, family and community</p> <p>M.5.3. Identify ways in which emotions may affect communication, behavior and relationships</p> <p>M.5.4. Compare and contrast healthy ways to express needs, wants and feelings</p> <p>M.5.5. Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p> <p>M.5.6. Use communication skills to build and maintain healthy relationships</p> <p>M.5.7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships</p> <p>M.5.8. Examine the possible causes of conflict among youth in schools and communities</p> <p>M.5.9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate</p>	<p>H.5.1. Compare and contrast skills for communicating effectively with family, peers and others</p> <p>H.5.2. Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community</p> <p>H.5.3. Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior</p> <p>H.5.4. Analyze situations and demonstrate healthy ways to express needs, wants and feelings</p> <p>H.5.5. Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability</p> <p>H.5.6. Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts</p> <p>H.5.7. Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships</p> <p>H.5.8. Analyze the possible causes of conflict in families, among peers, and in schools and communities</p> <p>H.5.9. Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate</p>

Comprehensive School Health Education

Content Standard 6: Decision-Making Skills

Essential Question: How do I make good decisions to keep myself healthy?

Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.6.1. Discuss choices that enhance health</p> <p>P.6.2. Identify adults who can assist in making health-related decisions</p> <p>P.6.3. Discuss reasons to make and results of making healthy choices</p>	<p>E.6.1. Demonstrate the ability to apply a decision-making process to enhance health</p> <p>E.6.2. Explain when to ask for assistance in making health-related decisions</p> <p>E.6.3. Predict outcomes of positive health decisions</p>	<p>M.6.1. Use a decision-making process to enhance health</p> <p>M.6.2. Describe and analyze how health-related decisions are influenced by using resources from family, school and community</p> <p>M.6.3. Predict how decisions regarding health behaviors have consequences for themselves and others</p>	<p>H.6.1. Demonstrate various strategies when making decisions to enhance health</p> <p>H.6.2. Demonstrate the ability to make health- enhancing decisions using the collaborative decision-making process</p> <p>H.6.3. Predict the immediate and long-term impact of health decisions on the individual, family and community</p>

Comprehensive School Health Education

Content Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?

Curricular Outcome: Students will use goal-setting skills to enhance health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
P.7.1. Define a healthy goal	E.7.1. Demonstrate the ability to apply the goal-setting process to enhance health	M.7.1. Use the goal-setting process to enhance health	H.7.1. Demonstrate various strategies when making goal-setting decisions to enhance health

Comprehensive School Health Education

Content Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?

Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.8.1. Use language to convey healthy behaviors</p> <p>P.8.2. Use language to express opinions about health topics</p> <p>P.8.3. Name trusted adults at home, in school and in the community</p> <p>P.8.4. Identify ways to encourage others to make positive health choices</p> <p>P.8.5. Participate in small and large group activities, interacting cooperatively with one or more children</p> <p>P.8.6. Discuss positive ways to show care, consideration and concern for others</p>	<p>E.8.1. Describe a variety of methods to convey accurate health information, concepts and skills</p> <p>E.8.2. Express opinions about health issues based on accurate health information</p> <p>E.8.3. Identify and describe community agencies that advocate for healthy individuals, families and communities</p> <p>E.8.4. Describe ways to encourage and support others in making positive health choices</p> <p>E.8.5. Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools</p> <p>E.8.6. Demonstrate positive ways to show care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p>E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other</p>	<p>M.8.1. Analyze various methods to accurately express health information, concepts and skills</p> <p>M.8.2. Support a healthy position with accurate information</p> <p>M.8.3. Analyze community agencies that advocate for healthy individuals, families and communities</p> <p>M.8.4. Encourage and support others in making positive health choices</p> <p>M.8.5. Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools</p> <p>M.8.6. Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p>M.8.7. Assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality</p>	<p>H.8.1. Evaluate the effectiveness of methods for accurately expressing health information, concepts and skills</p> <p>H.8.2. Support and defend a position with accurate health information</p> <p>H.8.3. Engage the support of community agencies that advocate for healthy individuals, families and communities</p> <p>H.8.4. Use the ability to influence and support others in making positive health choices</p> <p>H.8.5. Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities</p> <p>H.8.6. Engage others to develop health campaigns which promote care, consideration and concern for others (e.g. persons living with HIV/AIDS, diabetes, cancer)</p> <p>H.8.7. Analyze the power of choice with personal relationships and examine the responsibility and consequences regarding actions/behaviors related to sexuality</p>

Healthy and Balanced Living Curriculum Framework

Comprehensive Physical Education

2006

Comprehensive Physical Education

Content Standard 9: Motor Skill Performance

Essential Question: What different ways can the body move given a specific purpose?

Curricular Outcome: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P (prekindergarten).9.1. Demonstrate coordination in gross motor and fine motor tasks using control, balance, strength and coordination; and demonstrate progress toward the mature form of selected fundamental motor skills</p> <p>P.9.2. Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control</p> <p>P.9.3. Apply problem-solving skills in movement-related activities by solving simple movement challenges involving body parts in isolation or in combination</p> <p>P.9.4. Acquire initial gross- and fine-motor skills needed for engagement in developmentally appropriate tasks, activities, creative movement, dance and play</p> <p>P.9.5. Respond to cues and problem-solve as well as use whole self in personal and general space</p>	<p>E (elementary).9.1. Demonstrate developmentally mature form in the fundamental movement skills: locomotor, nonlocomotor and manipulative, in a closed environment (skills in isolation)</p> <p>E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>E.9.3. Explore and adapt fundamental movement skills in a variety of dynamic environments</p> <p>E.9.4. Acquire beginning skills for a few specialized movement forms</p> <p>E.9.5. Participate in a variety of modified games, developmentally appropriate tasks, activities, creative movement, dance and play</p>	<p>M (middle).9.1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments</p> <p>M.9.2. Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities</p> <p>M.9.3. Adapt and combine skills to meet the demands of increasingly dynamic environments</p> <p>M.9.4. Develop increasing competence in more advanced specialized skills</p> <p>M.9.5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports</p>	<p>H (high).9.1. Maintain and further develop the fundamental movement skills in open environments</p> <p>H.9.2. Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills</p> <p>H.9.3. Use complex movements and patterns within a variety of dynamic environments</p> <p>H.9.4. Develop advanced skills in selected physical activities</p> <p>H.9.5. Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities</p>

Comprehensive Physical Education

Content Standard 10: Applying Concepts and Strategies

Essential Question: How can I move effectively and efficiently?

Curricular Outcome: Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.10.1. Demonstrate an understanding of body awareness concepts by identifying large and small body parts; show understanding of quality of movement concepts and apply them to psychomotor skills (e.g., demonstrating momentary stillness in balance activities, distinguishing when to kick a ball softly or with force); and show understanding of space concepts by identifying and demonstrating personal and general space</p> <p>P.10.2. Recognize that some movements, activities and noises are appropriate for indoors/small spaces, and some for outdoors/large spaces</p> <p>P.10.3. Follow safety and age-appropriate classroom and playground rules and procedures</p>	<p>E.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement</p> <p>E.10.2. Recognize critical performance skill elements in self and others using movement vocabulary</p> <p>E.10.3. Demonstrate knowledge of rules, safety practices and procedures of specific activities</p>	<p>M.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms</p> <p>M.10.2. Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others</p> <p>M.10.3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations</p>	<p>H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances</p> <p>H.10.2. Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others</p> <p>H.10.3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations</p>

Comprehensive Physical Education

Content Standard 11: Engaging in Physical Activity

Essential Question: What can I do to be physically active and why is this important?

Curricular Outcome: Students will participate regularly in physical activity.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.11.1. Engage in physical activities when presented with opportunities and with teacher encouragement. Engage in a wide variety of gross-motor activities that are child-selected and teacher-initiated</p> <p>P.11.2. Demonstrate understanding that different movements are performed by different body parts, singly and in combination (e.g., kicking with foot, throwing with hand)</p> <p>P.11.3. Combine a sequence of several motor skills in an organized way</p> <p>P.11.4. Participate in healthy physical activity, and demonstrate understanding that physical activity is beneficial to good health</p>	<p>E.11.1. Engage in a variety of moderate to vigorous developmentally appropriate physical activities on a regular basis</p> <p>E.11.2. Demonstrate an understanding of a variety of movements and how they affect the body</p> <p>E.11.3. Apply the understanding of physical activity concepts to developing movement sequences and game strategies</p> <p>E.11.4. Engage in appropriate physical activity during and outside of school that promotes the development and improvement of physical fitness level</p>	<p>M.11.1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis</p> <p>M.11.2. Apply an understanding of the connections between the purposes of movements and their effect on fitness</p> <p>M.11.3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms</p> <p>M.11.4. Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level</p>	<p>H.11.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis</p> <p>H.11.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes</p> <p>H.11.3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms</p> <p>H.11.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level</p>

Comprehensive Physical Education

Content Standard 12: Physical Fitness

Essential Question: Why is it important to be physically fit and how can I stay fit?

Curricular Outcome: Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.12.1 Demonstrate understanding that different physical activities have different effects on the body (e.g., running, walking and sitting cause heartbeat and breathing to be faster, not as fast, and slow, respectively)</p> <p>P.12.2 Developmentally appropriate recognition of the effects of physical activity and exercise</p> <p>P.12.3 Use words, symbols and other media to express feelings and sensations about physical activity</p> <p>P.12.4 Collect, describe and record feelings and observations about physical activity and its effects on the body and on how one feels during and after exercise, and before, during and after eating</p>	<p>E.12.1 Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, nutritional status and body composition)</p> <p>E.12.2 Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity</p> <p>E.12.3 Understand the results of formal fitness testing and correctly associate these results with overall physical fitness, nutritional levels and personal health status</p> <p>E.12.4 Maintain a wellness log including exercise and food intake for a set period of time</p>	<p>M.12.1 Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component</p> <p>M.12.2. Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance</p> <p>M.12.3. Analyze the results of one or more components of health-related fitness</p> <p>M.12.4 Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals</p>	<p>H.12.1. Assess and adjust activities to maintain or improve personal level of health-related fitness</p> <p>H.12.2. Use physiological data to adjust levels of exercise and nutrient intake to promote wellness</p> <p>H.12.3. Use the results of fitness assessments to guide changes in her or his personal programs of physical activity</p> <p>H.12.4. Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles</p>

Comprehensive Physical Education

Content Standard 13: Responsible Behavior

Essential Question: How do I interact with others during physical activity?

Curricular Outcome: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.13.1. Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement</p> <p>P.13.2. Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations</p> <p>P.13.3. Demonstrate willingness to play with any child in the class; and recognize similarities and appreciate differences in people</p> <p>P.13.4. Use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts</p>	<p>E.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings</p> <p>E.13.2. Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks</p> <p>E.13.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities</p> <p>E.13.4. Develop skills needed for resolving conflicts peacefully</p>	<p>M.13.1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings</p> <p>M.13.2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities</p> <p>M.13.3. Develop strategies for including all persons, despite individual differences, in physical activity settings</p> <p>M.13.4. Apply appropriate skills for resolving conflicts peacefully</p>	<p>H.13.1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same</p> <p>H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities</p> <p>H.13.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings</p> <p>H.13.4. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same</p>

Comprehensive Physical Education

Content Standard 14: Benefits of Physical Activity

Essential Question: How will physical activity help me now and in the future?

Curricular Outcome: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.

By Kindergarten, students will:	By Grade 4, students will:	By Grade 8, students will:	By Grade 12, students will:
<p>P.14.1. Use words to express feelings and emotions; begin to develop positive feelings about being physically active; and with teacher encouragement, make connections between physical activity and fun</p> <p>P.14.2. Participate in creative movement and dance; identify several activities that are personally enjoyable; and use a variety of means for self-expression</p> <p>P.14.3. Demonstrate appropriate social interactions with peers during physical activity (e.g., sharing, taking turns, following rules, playing cooperatively) with teacher guidance and reinforcement</p> <p>P.14.4. Demonstrate recognition that physical activity is beneficial to good health</p> <p>P.14.5. Recognize the difference between physical activity levels in different children's tasks (e.g., sitting at sand table compared to playing tag)</p> <p>P.14.6. Develop individual success and confidence by attempting movement skills and activities with teacher guidance</p>	<p>E.14.1. Express and identify feelings about participating in physical activity and begin to make choices based on those feelings</p> <p>E.14.2. Use physical activity as a means of self-expression</p> <p>E.14.3. Use physical activity as a positive opportunity for social and group interaction</p> <p>E.14.4. Experience personal challenges through physical activity</p> <p>E.14.5. Understand that practicing activities increases specific skill competence</p> <p>E.14.6. Experiment with new physical activities</p>	<p>M.14.1. Make decisions about participating in different physical activities based on feelings and interests</p> <p>M.14.2. Use physical activity as a means of self- and group expression</p> <p>M.14.3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills</p> <p>M.14.4. Realize that physical activity and challenges present opportunities for personal growth</p> <p>M.14.5. Value the skill competence that results from practice</p> <p>M.14.6. Demonstrate willingness to attempt a variety of new physical activities</p>	<p>H.14.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living</p> <p>H.14.2. Use physical activity as a means of creative expression</p> <p>H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</p> <p>H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth</p> <p>H.14.5. Persist in practicing activities to increase specific skill competence in areas of interest</p> <p>H.14.6. Experiment with new physical activities as part of a personal improvement plan</p>

State of Connecticut

M. Jodi Rell, Governor

State Board of Education

Allan B. Taylor, Chairperson
Janet M. Finneran, Vice Chairperson
Beverly R. Bobroske
Alice L. Carolan
Edna N. Chukwurah
Donald J. Coolican
Sloan W. Danenhower
Lynne S. Farrell
Theresa Hopkins-Staten
Patricia B. Luke
Timothy J. McDonald

Valerie Lewis (ex officio)
Commissioner of Higher Education

George A. Coleman
Interim Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Affirmative Action Administrator, State of Connecticut Department of Education, 165 Capitol Avenue, Hartford, Connecticut 06106, (860) 713-6530.

