

Maryland Model for School Readiness **Physical Development and Health (*Draft*)**

Physical development involves muscle control. Fine motor control, or small muscle movement, refers to such abilities as manipulation of materials and tools, hand dominance, and eye-hand coordination. Gross motor control, or large muscle movement, refers to such characteristics as balance, coordination, purposeful control, and stability of body movements and functions.

A healthy child whose basic needs have been met, such as food, clothing, shelter and regular health and dental care, is able to focus on, and/or engage in, experiences crucial to the learning process.

Both phases of this dimension are aided by a child's knowledge of dietary practices that promote good nutrition, for example, eating a variety of foods at regular meals. A child should also know how to use personal hygiene practices that result in cleanliness and good grooming, such as, brushing teeth, combing hair, and washing hands before eating.

The goal for all children is full participation. Good physical development and health allow for full participation in learning experiences. A child with a disability receives specific accommodations, which permit that child to participate fully at his/her own level.

Physical Education

STANDARD: 1.0 EXERCISE PHYSIOLOGY- Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

Indicators	Objectives
A. Exercise Physiology	a. Tell how exercise affects the heart.
1. Identify and demonstrate the effects of physical activity on the body systems.	
2. Explore the components of the Frequency, Intensity, Type, and Time (FITT) principle using physical activity.	a. Explore the various types of movement and the effect it has on the body.
3. Explore and identify the components of fitness.	a. Participate in activities to enhance the health related fitness component of <i>aerobic capacity/cardio respiratory</i> endurance.
4. Investigate the benefits of physical activity.	a. Identify physical benefits of <i>aerobic capacity (cardio respiratory)</i> endurance.
5. Recognize the relationship between nutrition and physical activity	a. Compare how food is to your body as fuel is to a car.
6. Recognize the factors influencing exercise adherence.	a. Identify activities that promote fitness <ul style="list-style-type: none"> • Individual • Family

STANDARD: 2.0 BIOMECHANICAL PRINCIPLES- students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Indicators	Objectives
A. Biomechanical Principles	a. Be exposed to the concepts
1. Participate in movement that demonstrates motion concepts.	<ul style="list-style-type: none"> • Force • Gravity • Friction • Resistance

<p>2. Experience the concept of balance through movement.</p>  <p><i>WSS VII A 1 Moves with balance and control.</i></p>	<p>a. Show static and dynamic balance concepts through movement.</p>
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STANDRARD: 3.0 SOCIAL PSYCHOLOGICAL PRINCIPLES- Students will demonstrate the ability to use skills essential for developing *self-efficacy*, fostering a sense of community, and working effectively with others in physical settings.

Indicators	Objectives
<p>A. Social Psychological Principles</p>	
<p>1. Identify the meaning of effort.</p>	<p>a. Participate in a variety of activities and display effort. b. Recognize increasingly successful performance through practice.</p>
<p>2. Work effectively with other in physical activity settings.</p>	<p>a. Identify and model appropriate behaviors that facilitate collaborative <i>effort</i>.</p> <ul style="list-style-type: none"> • Cooperation • Respect (self, space, others) • Responsibility • Sportsmanship
<p>3. Build relationship to develop a sense of community within the school.</p>	<p>a. Identify caring members of a community.</p>

STANDARD: 4.0 MOTOR LEARNING PRINCIPLES- Students will demonstrate the ability to use motor skill principles to learn and develop *proficiency* through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Indicators	Objectives
<p>A. Motor Learning</p>	<p>a. Demonstrate a basic understanding</p>

<p>1. Experience a variety of age appropriate activities</p>  <p><i>WSS VII A2 Coordinates movements to perform tasks.</i></p>	<p>of specific locomotor and non-locomotor skills.</p> <p>b. Demonstrate gross motor skills as throwing, kicking, leaping, etc.</p> <p>c. Demonstrate fine motor skills such as manipulating items, e.g. stack cups.</p>  <p><i>WSS VII B2 Uses eye-hand coordination to perform tasks effectively.</i></p>
<p>2. Demonstrate skill improvement</p>	<p>a. Demonstrate skills to improve through teacher directed activities.</p>
<p>4. Improve performance through positive feedback</p>	<p>a. Provide verbal and visual cues to improve personal performance</p>

STANDARD: 5.0 PHYSICAL ACTIVITY- Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Indicators	Objectives
A. Physical Activity	a. Experience the difference between <i>resting heart rate</i> and <i>active heart rate</i> .
1. Experience individual <i>aerobic capacity/cardio respiratory fitness</i>	

STANDARD: 6.0 SKILLFULNESS- Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skills themes, and applying skills

Indicators	Objectives
A. Skillfulness	a. Practice spatial awareness (general and self space, levels, directions, pathways). b. Practice variety of locomotor skills, such as walk, gallop, run, skip, hop, slide, jump, and leap.  <i>WSS VII A1 Moves with balance and control.</i>
1. Practice fundamental movement skills.	
2. Develop creative movement skills.	a. Identify body parts and explore how they move. b. Explore shapes through movement (curved, twisted, narrow and wide).
3. Practice skill themes  <i>WSS VII A2 Coordinates movements to perform tasks.</i>	a. Demonstrate catching a self thrown light weight object such as scarf and balloon. b. Practice underhand tosses and overhand throws. c. Practice striking light weight objects with various body parts. d. Practice balancing on a variety of body parts. e. Explore transferring weight from different body parts.

Health Education

STANDARD: 1.0 MENTAL AND EMOTIONAL HEALTH- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concepts and one’s relationship with others.

Indicators	Objectives
A. Mental and Emotional Health 5. Identify positive and negative character traits, that contribute to one’s uniqueness	a. Identify what make you special. b. Identify ways to make a friend.

STANDARD: 2.0 ALCOHOL, TOBACCO, AND OTHER DRUGS- Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medication, alcohol, tobacco, and other drugs

Indicators	Objectives
A. Alcohol, Tobacco, and Other Drugs	

STANDARD: 3.0 PERSONAL AND CONSUMER HEALTH- Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practice involving the use of health care products, services, and community resources.

Indicators	Objectives
A. Personal and Consumer Health 1. Identify ways to care for your body	a. Identify why it is important to keep your body clean such as prevent diseases, smell nice, look nice. <ul style="list-style-type: none"> • Prevent diseases • Smell nice • Look nice b. List ways you can keep you body clean <ul style="list-style-type: none"> • Take a bath or shower • Wash your hair • Wash you hands • Wear clean clothes • Brush your teeth c. List the proper steps for hand-washing.

STANDARD: 4.0 FAMILY LIFE AND HUMAN SEXUALITY- Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.

Indicators	Objectives
A. Family Life and Human Sexuality	a. Identify what is a family.
1. Define a family unit.	b. Identify who is in your family. c. Identify where you fit in your family structure.

STANDARD: 5.0 SAFETY AND INJURY PREVENTION-Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Indicators	Objectives
A. Safety and Injury Prevention	a. Describe how to respond to an emergency. (e.g. present different situations)
1. Recognize how to respond appropriately to emergency situations.  <i>WSS VII C2 Shows beginning understanding of and follows health and safety rules.</i>	<ul style="list-style-type: none"> • Tell an adult. • Call 911.
3. Identify ways to be safe when outdoors.	a. Identify how to cross a street safely. <ul style="list-style-type: none"> • Look (left, right, left) • Listen • Think
8. Identify ways to stay safe from fires.	a. Describe ways to prevent accidentally starting a fire. b. Identify what to do in case of a fire
9. Identify ways to be safe in a car.	a. List safety rules for being a good passenger. <ul style="list-style-type: none"> • Wear a seat belt • Sit quietly • Sit in child safety seat • Always ride in the back seat

<p>10. Tell what to know when lost (separated).</p>	<ul style="list-style-type: none">a. Identify and notify a trusted adult.b. Designate a location to meet.c. Identify personal information.<ul style="list-style-type: none">• Name• Phone #• Address• Parents'/caregivers/ name• School• group
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STANDARD: 6.0 NUTRITION AND FITNESS- Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Indicators	Objectives
A. Nutrition and Fitness	
3. Tell the source of different foods.	a. Identify the foods that come from plant and animal.
4. Define proper eating manners	a. Demonstrate proper eating manners <ul style="list-style-type: none"> • Chew with mouth closed • Don't talk with mouth full • Don't reach across the table • Don't grab food from others' plates
5. Students will identify the relationship between food and the senses	a. Recognize that foods have different smells. b. Tell why food appearance affects food choices <ul style="list-style-type: none"> • Color • Shape
7. Recognize that foods are categorized into groups.	a. Name the food groups. <ul style="list-style-type: none"> • Meat • Dairy • Fruits • Vegetable • Grains • 4 • Packaging
8. Tell the relationship between food and health.  <i>WSS VII C2 Shows beginning understanding of and follows health and safety rules.</i>	a. Explain the effects of food on the body. <ul style="list-style-type: none"> • Energy

STANDARD: 7.0 DISEASE PREVENTION AND CONTROL- Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Indicators	Objectives
<p>A. Disease prevention and Control</p> <p>2. Identify ways to reduce risk for becoming sick.</p> <p> <i>WSS VII C1 Performs self-care tasks competently.</i></p>	<p>a. List ways to protect you from illness.</p> <ul style="list-style-type: none"> • Wash hands • Cover sneeze/cough • Get immunized (shots) <p>b. Describe when you should wash your hands.</p> <ul style="list-style-type: none"> • Before preparing/eating food • After restroom use • Other <p>c. Demonstrate how to cover a cough or sneeze.</p>