

Wellness Curriculum Map Grades K-5			
Standard	Grade Level Expectations (GLE)	GLE Code (K-2)	GLE Code (3-5)
Discipline: Health and Wellness			
19. Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.	Demonstrate physical competency in a variety of motor skills and movement patterns.	19.A.1a; 19.A.1b	19.A.2a; 19.A.2b
	Analyze various movement concepts and applications	19.B.1a; 19.B.1b	19.B.2a; 19.B.2b
	Demonstrate knowledge of rules, safety and strategies during physical activity.	19.C.1a; 19.C.1b	19.C.2a; 19.C.2b
20. Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.	20.A.1a; 20.A.1b	20.A.2a; 20.A.2b
	Assess individual fitness levels.	20.B.1a; 20.B.1b	20.B.2a; 20.B.2b
	Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.	20.C.1a; 20.C.1b	20.C.2a; 20.C.2b
21. Develop skills necessary to become a successful member of a team by working with others during physical activity.	Demonstrate personal responsibility during group physical activities	21.A.1a; 21.A.2b; 21.A.1c	21.A.2a; 21.A.2b; 21.A.2c
	Demonstrate cooperative skills during structured group physical activity	21.B.1a	21.B.2a
22. Understand principles of health promotion and the prevention and treatment of illness and injury	Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.	22.A.1a; 22.A.1b; 22.A.1c	22.A.2a; 22.A.2b; 22.A.2c
	Describe and explain the factors that influence health among individuals, groups, and communities.	22.B.1a	22.B.2a
	Explain how the environment can affect health.	22.C.1a	22.C.2a
	Describe how to advocate for the health of individuals, families and communities	22.D.1a	22.D.2a
23. Understand human body systems and factors that influence growth and development.	Describe and explain the structure and functions of the human body systems and how they interrelate.	23.A.1a	23.A.2a
	Explain the effects of health-related actions on the body systems.	23.B.1a	23.B.2a
	Describe factors that affect growth and development.	23.C.1a; 23.C.1b	23.C.2a; 23.C.2b
	Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.	23.D.1a	23.D.2a
24. Promote and enhance health and well-being through the use of effective communication and decision-making skills.	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict	24.A.1a; 24.A.1b	24.A.2a; 24.A.2b
	Apply decision-making skills related to the protection and promotion of individual, family, and community health.	24.B.1a	24.B.2a
	Demonstrate skills essential to enhancing health and avoiding dangerous situations	24.C.1a	24.C.2a
Social Emotional Learning (K-2)			
Goal	Learning Standard	Suggested Performance Descriptor	
1: Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior. 1A.1b. Demonstrate control of impulsive behavior	
	B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges. 1B.1b. Identify family, peer, school, and community strengths.	
	C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students achieve personal goals. 1C.1b. Identify goals for academic success and classroom behavior.	

2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	A: Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others.
	B: Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different. 2B.1b. Describe positive qualities in others.
	C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others. 2C.1b. Demonstrate appropriate social and classroom behavior.
	D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers. 2D.1b. Identify approaches to resolving conflicts constructively
3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why unprovoked acts that hurt others are wrong. 3A.1b. Identify social norms and safety considerations that guide behavior.
	B: Apply decision making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school. 3B.1b. Make positive choices when interacting with classmates.
	C: Contribute to the well-being of one's school and community.	3C.1a. Identify and perform roles that contribute to one's classroom. 3C.1b. Identify and perform roles that contribute to one's family.
Social Emotional Learning (3-5)		
Goal	Learning Standard	Suggested Performance Descriptor
1: Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one's emotions and behavior.	1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.
	B. Recognize personal qualities and external supports.	1B.2a. Describe personal skills and interests that one wants to develop. 1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
	C. Demonstrate skills related to achieving personal and academic goals.	1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a short term personal goal.
2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	A: Recognize the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.
	B: Recognize individual and group similarities and differences.	2B.2a. Identify differences among and contributions of various social and cultural groups. 2B.2b. Demonstrate how to work effectively with those who are different from oneself.
	C: Use communication and social skills to interact effectively with others.	2C.2a. Describe approaches for making and keeping friends. 2C.2b. Analyze ways to work effectively in groups.
	D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.2a. Describe causes and consequences of conflicts. 2D.2b. Apply constructive approaches in resolving conflicts.
3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.2a. Demonstrate the ability to respect the rights of self and others. 3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.
	B: Apply decision making skills to deal responsibly with daily academic and social situations.	3B.2a. Identify and apply the steps of systematic decision making. 3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
	C: Contribute to the well-being of one's school and community.	3C.2a. Identify and perform roles that contribute to the school community. 3C.2b. Identify and perform roles that contribute to one's local community.