



SAUGUS
UNION SCHOOL DISTRICT
Excellence in Elementary Education

Board Approved: 5/1/18

Wellness Plan 2018-2021



Saugus Union School District

**Student
Wellness** 

Eat ♣ Move ♣ Be Well

www.saugusud.org

GOVERNING BOARD: Laura Arrowsmith · David Barlavi · Julie Olsen · David Powell, Ph.D. · Christopher Trunkey **SUPERINTENDENT:** Colleen Hawkins, Ed.D.

RESPECT | INTEGRITY | LEARNING | TEAMWORK | ENTHUSIASM

Table of Contents

Introduction & Statement of the Purpose of the Wellness Plan.....	3
Current Board Policies related to the Wellness	3-7
Requirement I:	8
Opportunities for School and Community Stakeholders In Developing, Implementing, and Periodic Reviews Of The Wellness Plan	
• Composition of the Wellness Committee for Developing and Reviewing the Wellness Plan	
Requirement II:	8-9
Nutrition Promotion and Education and Other School-Based Activities That Promote Student Wellness	
Nutrition:	
• Nutrition Promotion	
• CA Standards for Health Education	
Physical Education and Activities:.....	10-11
• Is it Physical Education or Physical Activity?	
Social-Emotional Wellbeing:	
• Positive Behavior Intervention Supports (PBIS)/Caring School Community	11-15
• 40 Developmental Assets.....	16
Student Safety.....	17-32
• Annual School Safety Plan	
School Health Services.....	23
• Vision and Hearing Screening	
• Food Allergies- Health Factor	
• Medical Needs	

Requirement III:	24
Nutrition Guidelines for Child Nutrition Reimbursable Meal Programs Requirement	
IV:	26-27
Nutrition Guidelines for All Foods and Beverages Available On School Campus During The School Day	
Classroom Celebrations.....	27
Using Food During Instruction.....	27
Alternatives to Using Food as a Reward.....	28
Suggestions for Fund Raising Activities that align to the SUSD Wellness Plan.....	28-31
Requirement V:	32
Measuring the Implementation of the School Wellness Plan and Designating Responsibility For Implementation And Enforcement	
Responsibility for Implementation and Enforcement	
Implementation Measurement Tool*	
Requirement VI:	32
Periodic Notification Informing And Updating The Public (Parents, Students, And Others In The Community) About The Content And Implementation Of The Local Wellness Policy	
Parent Wellness Survey	33
Appendix:	
Health Standards: Grade Level Emphasis Chart.....	34-48
Physical Education Model (TK) & Content Standards (K-6).....	49-67
Thanksgiving Feast	68
Additional Resources that will be Posted on the SUSD Website Staff Room for Teachers	
Lessons for Health/Nutrition*	
SPARK activities*	
Sample PE Pacing Guide by grade level, including Inclement Weather activities*	
Grade level Health Standards emphasis	
PE Standards by grade level TK-6	

Introduction

The purpose of this Wellness Plan is to present our stakeholders with our Wellness Policies and Procedures, and to provide our teachers with tools to promote wellness at the school site. Visit www.saugusud.org under Board Policies.

Current Board Policies that address wellness are:

Students

BP 5030(a)

STUDENT WELLNESS

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

(cf 0000 -Vision)

(cf 0200 –Goals for the School District)

(cf 3513.3 -Tobacco-Free Schools)

(cf 3514 -Environmental Safety)

(cf 5131.6 -Alcohol and Other Drugs)

(cf 5131.61 -Drug Testing)

(cf 5131.62 -Tobacco)

(cf 5131.63 -Steroids)

(cf 5141 -Health Care and Emergencies)

(cf 5141.23 -Infectious Disease Prevention)

(cf 5141.3 -Health Examinations)

(cf 5141.31 -Immunizations)

(cf 5141.32 -Health Screening for School Entry)

(cf 5141.6 -Student Health and Social Services)

(cf 5142 -Safety)

(cf 5146 -Married/Pregnant/Parenting Students)

(cf 6142.1 -Sexual Health and HIV/AIDS Prevention Education)

(cf 6164.2 -Guidance/Counseling Services)

The Board's policy related to student wellness shall be developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives, and members of the public. (42 USC 1751 Note)

The Superintendent or designee may appoint a school health council or other committee consisting of representatives of the above groups. The council or committee may also include district administrators, health professionals, school nurses, health educators, teachers, counselors, and/or others interested in school health issues.

(cf 1220 -Citizen Advisory Committees) (cf 9140 -Board Representatives)

The school health council or committee shall assist with policy development and advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council's charges may include planning and implementing activities to promote health within the school or community.

Nutrition Education and Physical Activity Goals

The Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate. (42 USC 1751Note)

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf 6010 -Goals and Objectives) (cf 6011 -Academic Standards) (cf 6143 -Courses of Study)

Nutrition education shall be provided as part of the health education program in grades TK-6 and, as appropriate, shall be integrated into core academic subjects and offered through before-and after-school programs.

(cf 6142.8 -Comprehensive Health Education)

All students in grades TK-6 shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, extracurricular programs, before-and after-school programs, and other structured and unstructured activities.

(cf 6142.7-Physical Education) (cf 6145 -Extracurricular and Cocurricular Activities) (cf 6145.2 -Athletic Competition)

The Superintendent or designee shall encourage staff to serve as positive role models. He/she shall promote and may provide opportunities for regular physical activity among employees.

Professional development shall include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

(cf 4131-Staff Development) (cf 4331-Staff Development)

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf 1113 -District and School Web Sites) (cf 6020 -Parent Involvement)

The Board discourages the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

(cf 1325 -Advertising and Promotion)

Nutrition Guidelines for Foods Available at School

The Board shall adopt nutrition guidelines selected by the district for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity. (42 USC 1751Note)

The Board believes that foods and beverages available to students at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and

beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.

(cf 3312 -Contracts)

(cf 3550 -Food Service/Child Nutrition Program) (cf 3554 -Other Food Sales)

(cf 5148 -Child Care and Development)

(cf 6300 -Preschool/Early Childhood Education)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf 1230 -School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

(cf 3553 -Free and Reduced Price Meals)

Program Implementation and Evaluation

The Board shall establish a plan for measuring implementation of the policy. The Superintendent shall designate at least one person within the district and at each school who is charged with operational responsibility for ensuring that the school sites implement the district's wellness policy.

(42 USC 1751 Note)

The Superintendent or designee shall recommend for Board approval specific quality indicators that will be used to measure the implementation of the policy districtwide and at each district school. These measures shall include, but not be limited to, an analysis of the nutritional content of meals served; student participation rates in school meal programs; any sales of non-nutritious foods and beverages in fundraisers or other venues outside the district's meal programs; and feedback from food service personnel, school administrators, the school health council, parents/guardians, students, and other appropriate persons.

The Superintendent or designee shall report to the Board at least every two years annually on the implementation of this policy and any other Board policies related to nutrition and physical activity.

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Legal Reference:

EDUCATION CODE 49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49493 School breakfast and lunch programs 49500-

49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services 49550-

49560 Meals for needy students

49565-49565.8 California Fresh Start pilot program 49570 National

School Lunch Act

51222 Physical education

51223 Physical education, elementary schools CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations 15510

Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs UNITED

STATES CODE, TITLE 42

1751-1769 National School Lunch Programs, especially: 1751 Note

Local Wellness Policy

1771-1791 Child Nutrition Act, including: 1773 School

Breakfast Program

1779 Rules and regulations, Child Nutrition Act CODE OF

FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program 220.1-220.21

National School Breakfast Program

Management Resources: CSBA POLICY BRIEFS The New Nutrition Standards: Implications for Student Wellness Policies.

November 2005 CSBA PUBLICATIONS Student Wellness: A Healthy Food and Physical Activity

Healthy Children Ready to Learn, January 2005 Health Framework for California Public Schools. Kindergarten Through

Grade Twelve. 2003 Physical Education Framework for California Public Schools. Kindergarten Through

Grade 12. 1994 CENTERS FOR DISEASE CONTROL PUBLICATIONS School Health Index (or Physical Activity and

Healthy Eating: A Self-Assessment and Planning Guide (or Elementary and Middle/High Schools. 2004 NATIONAL

ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) PUBLICATIONS Fit. Healthy and

Ready to Learn. 2000

US. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines (or Americans. 2005 Team Nutrition. Food and Nutrition Services. Changing the Scene.

Improving the School Nutrition Environment: A Guide to Local Action, 2000 WEB SITES CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu> California Department of Health

Services: <http://www.dhs.ca.gov> California Healthy Kids Resource Center: <http://www.californiahealthykids.org> California

Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org> Centers for Disease

Control and Prevention (CDC): <http://www.cdc.gov> Dairy Council of California: <http://www.dairycouncilofca.org> National

Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html> National Association of State Boards of

Education: <http://www.nasbe.org> National School Boards Association: <http://www.nsba.org> School Nutrition Association:

<http://www.schoolnutrition.org> Society for

Nutrition Education: <http://www.sne.org>

US. Department of Agriculture: http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

(3/05) 11105

Policy Reference UPDATE Service Copyright 2005 by **California School Boards Association**, West Sacramento, California
95691 All rights reserved.

Policy Adopted: August 15, 2006

***Saugus Union School District
Santa Clarita, California***

Requirement I

Opportunities for School and Community Stakeholders in Developing, Implementing, and Periodic Reviews of The Wellness Plan

Composition of the Wellness Committee for Developing and Reviewing the Wellness Plan

The Wellness Committee is comprised of a Board member; a teacher representative from each school; parents and community volunteers; members of the Santa Clarita Valley School Food Services Agency; a site administrator and the SUSD Assistant Superintendent of Curriculum and Instruction. The committee meets annually to update and review the Wellness Plan to ensure that it meets State and Federal requirements and is appropriate for the needs of our students and teachers.

Requirement II:

Nutrition Promotion and Education and Other School-Based Activities That Promote Student Wellness

Nutrition:

Nutrition Promotion

SUSD will promote nutritious habits by encouraging students to participate in the National School Lunch Program (NSLP) that is offered at each school site and adheres to Federal guidelines for meals that are balanced and promote healthy eating.

Providing links in school newsletters to the school lunch menus which offers nutritional information for every meal served.

Providing links on the District website to organizations that provide information about childhood nutrition.

Ensuring that food served on the campus outside of the NSLP conforms to Federal and State law and Board Policy.

California Standards for Health Education

The Overarching Health Education Content Standards

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.

Physical Education and Activities

Saugus students receive a minimum of 200 minutes of PE every 10 days taught by their teachers. All elementary school teachers meet the credential requirements to teach PE, and equipment is provided at each site so that can provide lessons that encompass skill development, fitness, and rigorous activity.

CA PE Standards

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Is it Physical Education or Physical Activity?

Understanding the Difference

IS IT PHYSICAL EDUCATION OR PHYSICAL ACTIVITY?

With heightened attention on childhood obesity prevention efforts, there seems to be some confusion between the terms "physical education" and "physical activity." Often the words are used interchangeably but they differ in important ways. Understanding the difference between the two is critical to understanding why both contribute to the development of healthy, active children. Every child in your school deserves both a quality physical education and physical activity program.

Physical education instructional programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. California *Education Code* requires students in grades 1-6 to receive a minimum of 200 minutes of physical education instruction every 10 school days.

Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, or recreational endeavors.

A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content for all children, and should include:

- Well-designed lessons that facilitate student learning

- Maximum participation and ample practice opportunities for skill development

- Use of regular assessment to monitor and reinforce student learning

- Full inclusion of all students

- Out of school assignments that support learning and practice of learned skills

- Appropriate discipline and class management (physical activity should never be used as punishment)

- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being

- Adequate equipment and facilities for all students to be active at the same time

- Opportunities to improve emerging social and cooperative skills through physical activity and gain a multi-cultural perspective

Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store, taking the stairs or raking the leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier than normal breathing. National recommendations urge school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.

Opportunities to accumulate physical activity during the school day include time spent in physical education class, classroom-based movement, recess, walking or biking to school, and recreational sport and play that occurs before, during, and after school.

Parents and grandparents are urged to get active with their children. The benefits of regular physical activity include:

- Reduces the risk for overweight, diabetes and other chronic diseases
- Assists in improved academic performance
- Helps children feel better about themselves
- Reduces the risk for depression and the effects of stress
- Helps children prepare to be productive, healthy members of society and
- Improves overall quality of life.

This article was developed by the National Association for Sport and Physical Education and modified for use in California schools. See the NASPE website for additional resources related to both physical education and physical activity.

<http://www.aahperd.org/naspe/>

Social-Emotional Wellbeing

SUSD promotes social-emotional wellbeing through site and classroom activities. The six pillars of good character from Character Counts are taught, modeled, and celebrated at assemblies. Each site participates in the annual Red Ribbon Week to promote a drug free and healthy lifestyle. Our Caring Schools Community curriculum strengthens relationships and school connectedness through classroom meetings, cross age buddies, and a home-school connection.

Character Counts/Caring School Community

The Saugus Union School District, in conjunction with the City of Santa Clarita, is using the CHARACTER COUNTS Program to help our students develop a set of core values that they can use throughout their lives to guide their attitudes and behaviors.

CHARACTER COUNTS utilizes six pillars as the foundation of their program: trustworthiness, respect, responsibility, fairness, caring and citizenship.

“Character is revealed by how you behave when you think no one is looking.” — Michael Josephson

Mission Statement

The Saugus Union School District will promote the character development of each student through the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Positive Behavior Intervention and Supports (PBIS)

PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support.

Each school will have PBIS Teams whose duties will include:

The PBIS Teams will participate in ongoing Professional Development and share successes / ideas, and report back to the school site. Professional Development is provided by Los Angeles County Office of Education.

The PBIS plan may include staff development, parent education, monthly/weekly activities/homework, playground etiquette, reward system, community involvement, and Student Council service projects.

Other programs that promote positive character and good citizenship:**What is Character?**

In general, character includes notions of leadership, heroism, courage, duty and honor. A person of character is someone to look to and admire, someone who makes the world a better place, sets a good example, and knows the difference between right and wrong. A person of character also lives according to the Six Pillars of Character.

“Compliance is about what I must do, ethics is about what I should do.” — Michael Josephson

Overview: Year at a Glance

Beginning of Year “Caring School Community” Class Meetings: 1st - 2nd month

Grades TK – 1

Teambuilder II: Rhythm Name Game
 Teambuilder III: Favorite Things
 Introducing Class Meeting
 Values Check-in I: Fairness and Helpfulness
 Teambuilder IV: Things You Do
 End-of-Day Check-in
 Playground Check-in
 Teambuilder V: Your Home
 Values Check-in II: Responsibility & Caring
 Teambuilder VI: Tea Party
 Playground Challenges
 Introducing Buddies
 Buddies Check-in
 Introducing Homeside Activities
 Homeside Activities Check-in
 Preparing for a Buddy Interview
 Buddy Interview Check-in
 Buddy Interview Check-in

Grades 2 - 6

Teambuilder II: Line-ups Introducing Class Meetings
 Teambuilder III: Find Someone Who...
 Teambuilder IV: Groups of Four End-of-Day Check-in
 Reflecting on Values
 Norm Setting I: Generating Norms Norm Setting II:
 Agreeing on Norms Playground I: Positive Solving:
 Teasing I Playground II: Playground Challenges
 Playground III: Bullying and Fighting Playground IV:
 Playground Check-in Introducing Buddies
 Buddies Check-in
 Introducing Homeside Activities
 Homeside Activities Check-in
 Preparing for a Buddy Interview

Schoolwide Community-Building Activities:

Page 17 “People Who Make it Work” (Activity 1)
 Page 21 “Welcoming Newcomers” (Activity 2)
 Within the first month: Introduce Homeside Activities - Activity one

3rd – 9th month

Pillars (see page #s 5-10 for “Caring School Community” Activity ideas) 10th month

End of year Class Meeting Activities:

Grades K – 1 Reflecting on the Community Classroom
 Year-End Activity: Autograph Books

Grades 2 - 6

Reflecting on Growth as Students
 Letters About Our Class
 Reflecting on the Classroom Community
 Appreciation Cards

Schoolwide Community-Building Activities:

Page 17 “People Who Make it Work” (Activity 1)

Page 21 “Welcoming Newcomers” (Activity 2)

Within the first month: Introduce Homeside Activities - Activity one

3rd – 9th month

Pillars (see page #s 5-10 for “Caring School Community” Activity ideas)

10th month

End of year Class Meeting Activities:

Grades K – 1

Reflecting on the Community Classroom

Year-End Activity: Autograph Books

Grades 2 - 6

Reflecting on Growth as Students

Letters About Our Class

Reflecting on the Classroom Community

Appreciation Cards

Fairness is showing justice and being impartial. Play by the rules. Share and listen to what others have to say. Consider all points of view before making a decision.

Schoolwide Activities

Page 62 “Family Math” (Activity 11)

Class Meetings

K/1 - Problem Solving:

Not Letting Others Play 2-6 - Problem Solving:

Fair Use of Playground Equipment

Cross-Age Buddies Activity Book

Page 71 “Buddies Band”

Page 91 “Sing Out”

Page 107 “A Comic Book, Starring Us” Page 111 “How

Are They Alike?” Page 161 “Animal Facts”

Page 189 “Buddy Town”

Homeside Activities

K - #17 Look What Happened!

1 - #16 Accomplishments

2 - #17 A New School Year

3 - #16 Our Class Guidelines

4 - #16 Good-bye to the School Year 5 - #17 School Year Summary

6 - #17 School Year Summary

Citizenship is respecting authority and the law, and doing your share as a good citizen and neighbor. Obey parents, teachers and others who have authority. Respect the principles of democracy. Be a volunteer. Protect the environment. Participate in making things better.

Schoolwide Activities

Page 77 “School Community Garden” (Activity 15)

Page 71 “Litter Critters” (Activity 13)

Class Meetings

K/1 - Planning/Decision Making:

Introducing Schoolwide Activities Problem Solving: Arguing and Fighting

2/6 - Planning/Decision Making:

Introducing Schoolwide Activities Problem Solving: Arguing and Fighting

Homeside Activities

K- #9 Storytelling, #15 We’re All Teachers

1- #14 Good Beginnings, #15 Helping Chain

2- #4 Food For Thought, #16 School Year Memories

3- #14 Favorite Books, #15 Authors

4- #12 Good Job!, #14 A Photo Story

5- #11 Trading Places, #13 Spring

6- #13 Different Times, #16 In Character

Cross-Age Buddies Activity Book

Page 133 “Shape Hunt”

Page 153 “Buddies See; Buddies Do”

Page 177 “Litter Hunt”

Responsibility is being accountable, pursuing excellence, showing self-control and doing your duties. Accept responsibility for the consequences of your choices. Meet your legal and moral obligations. Preserve and do your best. Control your own actions.

Schoolwide Activities

Page 73 “Schoolwide Mural” (Activity 14)

Page 66 “Family Film Night” (Activity 12)

Class Meetings

K/1 - Planning/Decision Making: Assemblies

2/6 - Planning/Decision Making: Assemblies

Cross-Age Buddies Activity Book

Page 65 “A Tour of the Library”

Page 127 “How Many Feet?”

Page 157 “Let Me Teach You a Playground Skill” Page

171 “Cooking with My Buddy”

Page 193 “A Map for Open House”

Page 215 “Good-Bye Party”

Homeside Activities

K- #11 New Year’s Goals

1 - #11 New Year, New Semester 2 - #7 Feelings Game

3 - #12 Real Heroes

4 - #9 The View at New Year’s 5 - #2 This School Year

6 - #9 Taking Stock

Respect is following the Golden Rule, demonstrating tolerance and acceptance, and being nonviolent and courteous. Treat other the way you want to be treated. Be considerate of others in attitude, words, and actions. Value and honor others. Judge others by their character not by race, religion, or appearance. Resolve disagreements peacefully. Listen to others and be understanding of different points of view.

Schoolwide Activities

Page 29 “Family Heritage Museum” (Activity 4)
 Page 34 “Family Projects Fair” (Activity 5)
 Page 41 “Grand persons Gathering” (Activity 6)

Class Meetings

K/1 - Planning/Decision Making:
 Getting Ready for a Substitute Teacher
 Problem Solving: Teasing

2/6 - Planning/Decision Making:
 Getting Ready for a Substitute Teacher Problem Solving: Teasing I
 Problem Solving: Teasing II

Homeside Activities

K- #4 Name Game
 1 - #6 Neighborhood Walk
 2 - #3 My Beginning-of-the-Year Feelings
 3 - #1 Introducing Homeside Activities
 4 - #5 A Person With Difference
 5 - #7 Personal Time Capsules
 6 - #3 Personal Map

Cross-Age Buddies Activity Book

Page 123 “Doodle Bug”
 Page 139 “Survey Says...!”
 Page 145 “Tangram Designs” Page 165 “Apple Tasting”
 Page 199 “Countries and Cultures”

Trustworthiness is demonstrating integrity, honesty, reliability, and loyalty. Tell the truth. Stand up for your beliefs. Keep your promises. Be loyal to and protect your family, friends, and country. Have the moral courage to do what is right. Be sincere.

Schoolwide Activities

Page 55 “Family Read-Aloud” (Activity 9)
 Page 59 “Family Science Night” (Activity 10)

Class Meetings

K/1 - Planning/Decision Making: Field Trips
 Problem Solving: Stealing
 2/6 - Planning/Decision Making: Field Trips
 Problem Solving: Stealing

Homeside Activities

K - #6 Show-and-Tell at Home
 1 - #9 Talking Pictures
 2 - #8 If I Were A Cricket
 3 - #10 Warm Welcome
 4 - #11 Historical Heroes
 5 - #10 Harvey
 6 - #11 Good Sports

Cross-Age Buddies Activity Book

Page 79 “Let Me Show You”
 Page 83 “Sculptors Together”
 Page 181 “Senses Walk”

Caring is showing concern for others and being charitable. Be compassionate and empathetic. Be kind, loving, and considerate. Be thankful and show gratitude. Forgive others. Help people in need.

Schoolwide Activities

Page 47 “Adopt a Family” (Activity 7)
 Page 52 “Working for a Cause” (Activity 8)

Class Meetings

K/1 - Planning/Decision Making: Welcoming New Student
 Problem: Solving Bullying
 2/6 - Planning/Decision Making: Welcoming New Student
 Problem Solving: Exclusion Problem Solving: Bullying

Homeside Activities

K -#8 Name Fun, #12 On The Playground
 1 - #8 The Story Of My Name, #12 Snowflakes
 2 - #9 Holiday Traditions, #14 Recess
 3 - #5 Learning Timeline, #9 A Saying From Zimbabwe
 4 - #6 When I Grow Up, #8 Winter Feelings
 5 - #5 My Opinion, #9 Family Folklore
 6 - #7 Full Report, #8 I Would If I Could

Cross-Age Buddies Activity Book

Page 57 “Helping Hands”
 Page 95 “Book Share”
 Page 119 “Younger Buddy Read-Aloud”
 Page 211 “Buddies Memories Book”
 Page 221 “Thanking Our Buddies”

40 Developmental Assets

The 40 developmental assets is a research based list of personal assets that are highly correlated to students' academic and personal success.

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

This page may be reproduced for educational, noncommercial uses only. Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved.

The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.

External Assets

SUPPORT

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

EMPOWERMENT

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.

BOUNDARIES & EXPECTATIONS

12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

CONSTRUCTIVE USE OF TIME

18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

COMMITMENT TO LEARNING

21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.

- 28. Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. Honesty—Young person “tells the truth even when it is not easy.”
30. Responsibility—Young person accepts and takes personal responsibility.
31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

- 32. Planning and decision making**—Young person knows how to plan ahead and make choices.
33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.
34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.
36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

- 37. Personal power**—Young person feels he or she has control over “things that happen to me.”
38. Self-esteem—Young person reports having a high self-esteem.
39. Sense of purpose—Young person reports that “my life has a purpose.”
40. Positive view of personal future—Young person is optimistic about her or his personal future.

Student Safety

Comprehensive School Safety Plan

Every site administrator creates an annual site safety plan that identifies appropriate strategies and programs that lead to a high level of school safety for students at school, traveling to and from school; promote respect; and provide community resource information to parents.

SB 187 - Comprehensive School Safety Plan (CSSP)

On October 6, 1997, Senate Bill 187, chapter 736, was signed into law by Governor Wilson. This bill, referred to as the Comprehensive School Safety Plan, provides that each school district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating kindergarten and any of grades 1 to 12.

Required Elements

Each school safety plan shall include the following elements:

- An assessment of the current status of school or school-related crime for each site;
- Identification of appropriate strategies and programs designed to maintain a high level of school safety and development of the following procedures for compliance with existing laws related to school safety:
 - Child abuse reporting procedures.
 - Disaster procedures, routine and emergency with provisions for pupil with disabilities (safety/emergency action plans).
 - Policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts which would lead to suspension or expulsion.
 - Procedures regarding teacher notification of dangerous students pursuant to EC § 49079.
 - Sexual harassment policy pursuant to Education Code, § 212.6 (b).
 - Provisions of any school-wide dress code, established pursuant to EC § 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted such a dress code. *Note: “Gang related apparel” must be defined and shall not be considered a protected form of speech.*
 - Procedures for safe ingress and egress to and from school. *Applies to pupils, parents, and school employees.*
- A safe and orderly environment conducive to learning.
- Rules and procedures on school discipline adopted pursuant to EC §§ 35291 and 35291.5.
- Procedures for reporting hate crimes.

Compliance Issues

In order to ensure compliance, each school shall forward its completed plan to its respective school district office or county office of education for approval. In addition, each school shall meet all of the following requirements:

Comprehensive school safety plans shall be written and developed by each school site-council established pursuant to EC §§52012 or 52852, unless delegated to a school safety planning committee.

If delegated, the school safety committee shall be made up of the following members: principal or designee; teacher representative of the recognized certificated employee organization; parent of an attending student; classified employee of the recognized classified employee organization; and other members, if desired.

The school site-council or, if delegated, the school safety committee shall consult with a representative from a law enforcement agency regarding the writing and development of the comprehensive school safety plan.

Each school shall adopt its comprehensive school safety plan by *March 1, 2000*, and shall review and update by March 1, and every year thereafter.

Before final adoption of the plan, a public meeting shall be held by the school site-council or school safety planning committee at the school site to allow for public input. (See EC § 32288 for specific details)

Each school district or county office of education shall notify the State Department of Education by October 15, 1998, of any school that fails to develop a comprehensive school safety plan.

Commencing July 2000, and every July thereafter, each school shall report on the status of its school safety plan in the annual school accountability report card pursuant to Education Code Sections 33126 and 35256.

Our Student/Parent Handbook also includes information regarding:

- Procedures and policies for cyber bullying and social media concerns
- Digital Citizenship
- Regular (monthly) practice of Fire, Earthquake and Lockdown Drills.

Comprehensive School Safety Plan

GOAL 4: Schools provide the educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

Action Step	Resources	Validation Criteria	Responsible Position	Start/End Dates

Date of Site Council Approval: _____

Date of SUSD Board Approval: _____

Signature (Site Council President): _____

Date: _____

Signature (Principal): _____

Date: _____

Indoor Air Quality

Saugus Union School District (SUSD) is committed to ensuring the health and safety of students and staff. In 1999, SUSD developed and implemented a comprehensive indoor air quality (IAQ) program. It is modeled after the U.S. Environmental Protection Agency's Indoor Air Quality *Tools for Schools* program. Today, the IAQ program is standard operating procedure with well-established practices that guarantee compliance and sustainability. Good indoor air quality contributes to a favorable learning environment for students, performance of teachers and staff, and a sense of comfort, health and well-being. These elements combine to assist the district in its core mission- educating children.

SUSD's IAQ program operates on the following principles:

- Educate district employees and promote ongoing awareness about IAQ basics
- Follow district protocol for eliminating pollutant sources
- Maintain optimal housekeeping practices
- Maintain optimal operation of heating, ventilation, air conditioning (HVAC) systems
- Replace HVAC filters four times during the school year
- Conduct districtwide environmental surveys twice annually
- Report and fix IAQ problems
- Maintain ongoing communication between administrators, educators, facilities and operations, and parents
- Quickly respond to unexpected occurrences that impact IAQ

SUSD is the first school district in the nation to implement and operate an IAQ program. Its highly effective IAQ program sets the standards for all other districts and has earned the following prestigious awards:

U.S. EPA Indoor Air Quality Tools for Schools- Excellence Award, 2000

U.S. EPA Indoor Air Quality Tools for Schools- Model of Sustained Excellence, 2007

California Breathing AIR (Achievements in Respiratory) Health Award, 2011

School Health Services

District nurses or health assistants oversee the health needs at each of our campuses. Each site has either an LVN or a health aide to provide assistance to our students with ongoing health concerns and in emergency situations. Parent complete a Health Plan with the school nurse for students with medical needs.

Vision and Hearing Screening

Our TK, K, 2, and 5th grade students' hearing and vision is screened annually by our Nurses. Additionally, students at other grades with tri-annual IEPs or students referred by parents or teachers are also screened.

Food Allergies

All schools have protocols in place to monitor the safety of students with severe allergies.

Health Care Plans: Medical Needs

Requirement III:

Nutrition Guidelines for Child Nutrition Reimbursable Meal Programs

Healthy School Meals and Snacks

All meals

Except in extraordinary circumstances, all schools in the district will participate in all available federal school nutrition programs, including the National School Lunch Program (NSLP), School Breakfast Program (SBP), After school Snack Program (ASP), and Summer Food Service Program (SFSP). All schools with a pre-school will participate in NSLP, SBP or the Child and Adult Care Food Program (CACFP)

The school district will seek to maximize federal and state nutrition funding

Schools with 75 percent or more students eligible for free and reduced price school meals that do not implement Provision 2 or 3, will explain their rationale annually at a school board meeting

Schools that do not operate one or more federal food program(s) will explain the deficiency annually at a school board meeting

The CAO and the Agency nutrition committee (each member district will have representation) will revisit provisions dealing with school meals and report to the school board to ensure that school meals meet or exceed all federal, state and local laws, standards and requirements and are in accordance with the Dietary Guidelines for Americans. The evaluation and reviews should take place soon upon completion of the School Meals Initiative and updated Guidelines and no less often than once every five years.

Meals served through the Child Nutrition Programs will:

Be appealing and attractive to children of various ages and diverse backgrounds

Be served in clean and pleasant settings

Meet or exceed nutrition requirements established by local, state, and federal statutes and regulations

Offer fresh fruit and vegetables daily in each meal, with a variety of choices that, when practical, should be from local sources. To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week

Include only low-fat (one percent) and fat-free milk

Strive to provide whole grains in at least half of the grains served

Strive to include only food items, except for fruits and vegetables, that contain no more than 35 percent of their weight in sugar.

Meet target levels for calories, saturated fats, sodium and trans fat.

	Calories	Saturated Fat % of total calories	Sodium	Trans Fat
Breakfast	400-500	<10%	≤ 540 mg	0 mg
Lunch	600-650	<10%	≤ 1230 mg	0 mg

Students and parents should be engaged in selecting foods to be sold and served, through taste testing, community meetings, and surveys. Information concerning the nutritional content of all school meals and snacks should be shared with students and parents. Such information is available on the Santa Clarita Valley School Food Services Agency [SCVSFSA Website](#).

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Students will be discouraged from sharing food and beverages, given concerns about allergies and special diets.

Breakfast

Schools will encourage participation by implementing, wherever applicable, classroom breakfast, grab-and-go, second chance breakfast, breakfast on the bus, breakfast during morning break or recess, and other options

Schools will, to the extent possible, arrange bus and bell schedules and take other appropriate steps to encourage participation. Students will have at least 10 minutes to eat after sitting down

Schools will promote the importance of healthy breakfast and the SBP to students and families.

Lunch

Students will have 20 minutes to eat after sitting down

The healthiest lunch choices, such as salads and fresh fruit, will be prominently displayed in cafeterias to attract students

Lunch will be served at appropriate intervals from other meals

Students will be allowed to eat when engaged in scheduled mealtime activities

There should be access to hand washing before and after eating.

After school Snack Program

After school snack programs meet current state and federal guidelines. A snack consists of any **two** of the following four components:

- 8 oz fluid milk
- 1 oz meat or meat alternate (inc. cheese, or 4 oz yogurt)
- ¾ cup fruit/vegetable, or 100% juice (juice may not be served when milk is the other component)
- 1 slice whole grain or bread product or ¾ cup whole grain cereal (1 oz)

Summer Food Service Program

Schools with 50 percent or more students eligible for free and reduced price meals will sponsor the Summer Food Service Program or the Seamless Summer Waiver Option. If the school does not participate in these programs, then they should assure that some other neighborhood agency sponsors SFSP during summer school. After summer school, schools will refer children to other SFSP sites until school resumes.

Other concerns

The school district will provide continuing professional development for all school nutrition professionals. Staff development will include training and/or certification for food service personnel at their various levels of responsibility.

Each school district has additional guidelines regarding nutrition education, physical activity, staff development, and evaluation.

Requirement IV:**Nutrition Guidelines for All Foods and Beverages Available On School Campus During The School Day****State and Federal Guidelines**

THIS REGULATION, PENDING APPROVAL, WILL BECOME PART OF THE DISTRICTWIDE WELLNESS POLICY

III. NUTRITION GUIDELINES FOR FOODS AND BEVERAGES AVAILABLE OUTSIDE THE SCHOOL MEAL PROGRAMS

Individual food items sold or served outside the federal reimbursable meal programs should meet local, state, and federal requirements. Sold or served refers to any foods or beverages provided to students on school grounds for a cost or free-of-charge. It does not refer to foods brought from home for individual consumption.

Additional recommended policy content for Elementary Schools include:

NUTRITION GUIDELINES FOR FOODS AND BEVERAGES AVAILABLE OUTSIDE THE SCHOOL MEAL PROGRAMS

INDIVIDUAL FOOD ITEMS SOLD OR SERVED OUTSIDE THE FEDERAL REIMBURSABLE MEAL PROGRAMS SHOULD MEET LOCAL, STATE, AND FEDERAL REQUIREMENTS. SOLD OR SERVED REFERS TO ANY FOODS OR BEVERAGES PROVIDED TO STUDENTS ON SCHOOL GROUNDS FOR A COST OR FREE-OF-CHARGE. IT DOES NOT REFER TO FOODS BROUGHT FROM HOME FOR INDIVIDUAL CONSUMPTION.

ELEMENTARY SCHOOL-FOOD RESTRICTIONS

References: *Education Code* sections 49430, 49431, 49431.7; *California Code of Regulations* sections 15575, 15577, 15578; *Code of Federal Regulations* sections 210.11, 220.12

An elementary school contains no grade higher than grade 6.
Effective from midnight to one-half hour after the end of the official school day.

Applies to ALL foods sold to students by any entity.

Sold means the exchange of food for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

Compliant foods

Must meet one of the following general food standards:

- Be a fruit, vegetable, dairy, protein, or whole grain item* (or have one of these as the first ingredient), or
- Be a combination food containing at least ¼ cup fruit or vegetable.

AND must meet the following nutrition standards:

- ≤ 35% calories from fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, dried fruit and nut/seed combo, fruit, non-fried vegetables, seafood), and
- < 10% calories from saturated fat (except nuts, seeds, reduced-fat cheese or part skim mozzarella, dried fruit and nut/seed combo), and
- ≤ 35% sugar by weight (except fruit**, non-fried vegetables, dried fruit and nut/seed combo), and
- < 0.5 grams trans fat per serving (no exceptions), and
- ≤ 200 milligrams sodium per item/container (no exceptions), and
- ≤ 200 calories per item/container (no exceptions)

Paired foods:

- If exempt food(s) are combined with nonexempt food(s) or added fat/sugar they must meet ALL nutrition standards above.
- If two foods exempt from one or more of the nutrition standards are paired together and sold as a single item, the item must meet for trans fat, sodium, and calories.

* A whole grain item contains:

- The statement "Diets rich in whole grain foods... and low in total fat... may help reduce the risk of heart disease...." or
- A whole grain as the first ingredient, or
- A combination of whole grain ingredients comprising at least 51% of the total grain weight (manufacturer must verify), or
- At least 51% whole grain by weight.

** Dried blueberries, cranberries, cherries, tropical fruit, chopped dates, or chopped figs that contain added sugar are exempt from fat and sugar standards. Canned fruit in 100% juice only.

CHECK YOUR DISTRICT'S WELLNESS POLICY FOR STRICTER RULES.

Groups or individuals selling foods/beverages to students must keep their own records as proof of compliance.

California Department of Education, Nutrition Services Division

ELEMENTARY SCHOOL-BEVERAGE RESTRICTIONS

References: *Education Code* Section 49431.5; *California Code of Regulations* Section 15576; *Code of Federal Regulations* sections 210.10, 210.11, 220.6, 220.12

An elementary school contains no grade higher than grade 6.
Effective from midnight to one-half hour after the end of the official school day.

Applies to ALL beverages sold to students by any entity.

Sold means the exchange of beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

A compliant beverage must be marketed or labeled as a fruit and/or vegetable juice, milk, non-dairy milk, or water AND meet all criteria under that specific category.

Compliant beverages:

1. Fruit or Vegetable juice:
 - a. ≥ 50% juice and
 - b. No added sweeteners
 - c. ≤ 8 fl. oz. serving size
2. Milk:
 - a. Cow's or goat's milk, and
 - b. 1% (unflavored), nonfat (flavored, unflavored), and
 - c. Contains Vitamins A & D, and
 - d. ≥ 25% of the calcium Daily Value per 8 fl. oz., and
 - e. ≤ 26 grams of total sugar per 8 fl. oz.
 - f. ≤ 8 fl. oz. serving size
3. Non-dairy milk:
 - a. Nutritionally equivalent to milk (see 7 CFR 210.10(d)(3), 220.8(i)(3)), must contain per 8 fl. oz.:
 - ≥ 276 mg calcium
 - ≥ 8 g protein
 - ≥ 500 IU Vit A
 - ≥ 100 IU Vit D
 - ≥ 24 mg magnesium
 - ≥ 222 mg phosphorus
 - ≥ 349 mg potassium
 - ≥ 0.44 mg riboflavin
 - ≥ 1.1 mcg Vit B12, and
 - b. ≤ 28 grams of total sugar per 8 fl. oz., and
 - c. ≤ 5 grams fat per 8 fl. oz.
 - d. ≤ 8 fl. oz. serving size
4. Water:
 - a. No added sweeteners
 - b. No serving size

All beverages must be caffeine-free (trace amounts are allowable).

ELEMENTARY SCHOOL-STUDENT ORGANIZATIONS

Reference: *California Code of Regulations* Section 15500

Student organization is defined as a group of students that are NOT associated with the curricula or academics of the school or district.
Effective from midnight to one-half hour after the end of the official school day.

Student organization sales must comply with all food and beverage standards AND all of the following

1. Only one food or beverage item per sale.
2. The food or beverage item must be pre-approved by the governing board of the school district.
3. The sale must occur after the last lunch period has ended.
4. The food or beverage item cannot be prepared on campus.
5. Each school is allowed four sales per year.
6. The food or beverage item cannot be the same item sold in the food service program at that school during the same school day.

EFFECTIVE 1/1/2017

Revised 1/1/2017

Schools are encouraged to use whole, fresh, unprocessed foods and ingredients whenever possible.

Schools are encouraged to offer fresh fruits and vegetables whenever possible.

Schools are encouraged to use foods low in sodium whenever possible.

Ingredients of foods sold or served at school should be listed on the food label or otherwise identified so students with food allergies are protected from accidental exposure.

Food/beverage marketing in schools **Healthy Schools Information:** <http://www.healthyschools.org>

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).¹

Eliminate the marketing and advertising of unhealthy foods and beverages. Any foods or beverages that do not meet the above criteria should not be promoted in any way, e.g., through signage, vending machine fronts, logos, scoreboards, school supplies. Marketing activities that promote healthful behaviors (and are therefore allowable) include: pricing structures that promote healthy options in a la carte lines or fruit for fundraisers.

School-sponsored events

Offer and promote healthy food and beverage products, when possible, at school-sponsored events.

Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

Classroom Parties

Traditionally, SUSD schools have two classroom parties each year: one prior to winter break, and one at the end of the year. Board Policy 5030 requires that School staff encourage parents/guardians or other volunteers to support the district's nutrition education program by considering the nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods and beverages that do not meet nutritional standards to no more than one food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible.

All student health needs should be considered when planning classroom parties, so that no child is left out. Age-appropriate serving sizes should be considered in planning.

Using Food During Instruction

Any decision to use food during instruction should have three considerations:

The necessity of using food to meet the curriculum objective.

The application of our Bd. Policy 5030 regarding serving nutritious snacks during the school day.

The particular health needs of all students in the classroom so that no student is singled out.

Special Breakfast with the Principal can be arranged through SCVSFSA.

¹ Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

Alternatives to Using Food as a Reward

Suggested Classroom Celebrations & Rewards:

Promoting Good Habits While Protecting Children's Health

Social rewards

"Social rewards," which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can mean a lot.

These types of social rewards affirm a child's worth as a person.

Recognition

Trophy, plaque, ribbon, or certificate in recognition of achievement or a sticker with an affirming message (e.g., "Great job")

Recognizing a child's achievement on the school-wide morning announcements and/or the school's website

A photo recognition board in a prominent location in the school

A phone call, email, or letter sent home to parents or guardians commending a child's accomplishment

A note from the teacher to the student commending his or her achievement

U.S. Department of Agriculture (USDA). Prohibition against Denying Meals and Milk to Children as a Disciplinary Action. Alexandria, VA: USDA, 1988.

Some examples adapted from "Alternatives to Using Food as a Reward," Michigan Team Nutrition (a partnership between the Michigan Department of Education and Michigan State University Extension), 2004. Accessed at <<http://www.tn.fcs.msue.msu.edu/foodrewards.pdf>> on November 8, 2004.

► Privileges

Going first

Choosing a class activity

Helping the teacher

Having an extra few minutes of recess with a friend

Sitting by friends or in a special seat next to or at the teacher's desk

Teaching the class

Playing an educational computer or other game

Reading to a younger class

Making deliveries to the office

Reading the school-wide morning announcements

Helping in another classroom

Eating lunch with a teacher or principal

Listening with a headset to a book on tape or CD

Going to the library to select a book to read

Working at the student store

Taking a walk with the principal or teacher

Designing a class or hall bulletin board

Writing or drawing on the Interactive Flat Panel/whiteboard

Allowing a child to choose an extra recess activity for the class on his/her birthday.

► Rewards for a class

Extra recess
 Eating lunch outdoors
 Going to the lunchroom first
 Reading outdoors
 Holding class outdoors
 Extra art, music, PE, or reading time
 Listening to music while working
 Dancing to music
 Playing a game or doing a puzzle together
 A song, dance, or performance by the teacher or students
 A book read aloud to the class by the teacher
 A field trip

► Toys/trinkets

Stickers
 Yo-yos
 Rubber balls
 Finger puppets
 Stuffed animals
 Plastic or rubber figurines
 Toy cars, trucks, helicopters, or airplanes
 Plastic sliding puzzles or other puzzle games
 Slinkys
 Gliders
 Magnifying glasses
 Spinning tops
 Jacks
 Playing cards
 Stretchy animals
 Silly putty
 Bubble fluid with wand
 Capsules that become sponges/figures when placed in water
 Inflatable toys (balls, animals)
 Small dolls or action figures

► Miscellaneous

Key chains
 Flashlights
 Cups
 Treasure Box
 Crazy straws
 Backscratchers
 A plant, or seeds and pot for growing a plant
 Books
 A token or point system, whereby children earn points that accumulate toward a bigger prize.

► School Supplies

- Pencils: colored, with logos, or other decorations
- Pens
- Erasers
- Notepads/notebooks
- Boxes of crayons
- Stencils
- Stamps
- Plastic scissors
- Bookmarks
- Highlighters
- Chalk (e.g., sidewalk chalk)
- Markers
- Coloring books
- Rulers
- Glitter
- Pencil sharpeners, grips, or boxes
- Gift certificate to the school store

► Sports equipment and athletic gear

Paddleballs

- Frisbees
- Water bottles
- NERF balls
- Hula hoop
- Head and wrist sweat bands
- Jump rope

► Fashion wear

- Hair accessories (barrettes, elastics, or ribbons)
- Bracelets, rings, necklaces
- Sunglasses
- Eyeglasses with nose disguise
- Hat or cap
- T-shirt
- Sneaker bumper stickers
- Shoe laces

Possible prizes include those listed above and:

Gift certificate to a bookstore or sporting goods store

Movie pass or rental gift certificate

Ticket to sporting event

Puzzle

Book

Stuffed animal

Magazine subscription

Board game

Step counter (pedometer)

Sports equipment, such as tennis racket, baseball glove, soccer ball, or basketball

Children can be given fake money, tokens, stars, or a chart can be used to keep track of the points they have earned. Points can be exchanged for privileges or prizes when enough are accumulated.

A point system also may be used for an entire class to earn a reward.

Whenever individual children have done well, points can be added to the entire class's "account." When the class has earned a target number of points, then they receive a group reward.

Suggestions for Fund Raising Activities that align to the SUSD Wellness Plan

Suggested Creative Financing & Fun Fundraising

Alternatives to Selling Candy

Things to Do

- gift wrapping
- fun-runs
- walk-a-thons
- Jump-rope-athons
- car wash (pre-sell tickets as gifts)
- singing telegrams
- talent shows
- read-a-thons
- spelling bee
- science fairs
- carnival (Fall, Spring)
- family social
- workshops/classes
- festivals
- recycling cans/bottles/paper
- golf tournament
- bowling night/bowl-a-thon
- skate night/skate-a-thon
- auction (teacher does something for kids)
- raffles
- magic show
- family/glamour portraits
- treasure hunt/scavenger hunt
- tennis/horseshoe competition
- penny wars (pennies+1 point, nickels+5, quarters+25, team w/most points wins)

For Schools, Sports, & Clubs

Things that involve the community

- auction
- workshop/class conference
- treasure hunt/scavenger hunt
- craft sales
- tennis/horseshoe pitching competition
- golf tournament
- recycling cans/bottles/paper
- festivals

Resource Ideas* (not endorsements)

- www.Nudayfundraising.com
- www.123fundraising.com
- QSP 1-800-667-2536
- www.qsp.ca/index2.html
- www.westernfund.com
- www.currentfun.com
- www.treasurebooksandgifts.com
- www.fundraisingdepot.com
- www.fundraisingbatteries.com
- www.vistamark.com/schools/index
- www.brickstonegraphics.com

Requirement V:

Measuring the Implementation of the School Wellness Plan and Designating Responsibility For Implementation And Enforcement

Responsibility for Implementation and Enforcement

Under the direction of the Superintendent, each site administrator is responsible for implementing and enforcing the SUSD Wellness Policy and Plan at their site.

Implementation Measurement Tool

The Wellness committee will use the following tool to measure the implementation of the Wellness Plan formally every three years:

Parent/Student Survey

Requirement VI:

Periodic Notification Informing And Updating The Public (Parents, Students, And Others In The Community) About The Content And Implementation Of The Local Wellness Policy

The SUSD Wellness Plan will be posted on the District Website. Information concerning the Wellness Plan will be included annually in the Parent/Student Handbook. The triennial Measure of the Wellness Plan Implementation will be posted on the District Website, and notification of the update will be sent to the public.

Parent Wellness Survey

1. Are you aware that there is a wellness policy for the Saugus Union School District?
2. Are you aware that the Wellness Policy is created by a committee of teachers, administrators, and community members?
3. Are you aware that the Wellness Policy includes: nutrition, physical education, social-emotional wellbeing, student safety, and school health services?
4. Are you aware that all food served on campus meets the national nutritional guidelines?
5. Are you aware that school activities and celebrations follow national guidelines?
6. Are you aware teachers use alternatives to food for Incentives and rewards?
7. Are you aware that all TK-6 grade students participate in 200 instructional minutes of physical education every 10 school days?
8. Are you aware that we use the Character Counts, Caring Schools Community, and Positive Behavior Intervention Supports programs at all sites to enrich the social-emotional wellbeing of our students?
9. Are you aware that we have a Comprehensive School Safety Plan for each site?
10. Are you aware that we have school health services that include school nurses, vision and hearing screenings, and protocols for food allergies?

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Kindergarten Through Grade Three

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.			
Kindergarten	Grade one	Grade two	Grade three
The Human Body			
▲ Practice good personal hygiene.	▲ Practice good personal hygiene.	Practice good personal hygiene.	Practice good personal hygiene.
	▲ Use protective equipment or practice protective behaviors.	▲ Use protective equipment or practice protective behaviors.	Use protective equipment or practice protective behaviors.
Food Choices			
Make healthy food choices.	Make healthy food choices.	▲ Make healthy food choices.	▲ Make healthy food choices.
Group foods in many different ways.	▲ Group foods in many different ways.	Group foods in many different ways.	▲ Group foods in many different ways.
▲ Prepare and try a variety of healthy foods.	▲ Prepare and try a variety of healthy foods.	▲ Prepare and try a variety of healthy foods.	▲ Prepare and try a variety of healthy foods.
		Analyze influences on food choices.	▲ Analyze influences on food choices.
			▲ Establish and maintain healthy eating practices.
Physical Activity			
▲ Participate regularly in active play and enjoyable physical activities.	▲ Participate regularly in active play and enjoyable physical activities.	▲ Participate regularly in active play and enjoyable physical activities.	▲ Participate regularly in active play and enjoyable physical activities.
▲ Observe safety rules during physical activities.	▲ Observe safety rules during physical activities.	▲ Observe safety rules during physical activities.	▲ Observe safety rules during physical activities.
Explore out-of-school play activities that promote fitness and health.	Explore out-of-school play activities that promote fitness and health.	Explore out-of-school play activities that promote fitness and health.	Explore out-of-school play activities that promote fitness and health.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Kindergarten Through Grade Three (Continued)

Expectation 1 (Continued)

Kindergarten	Grade one	Grade two	Grade three
Mental and Emotional Health			
▲ Identify and share feelings in appropriate ways.	▲ Identify and share feelings in appropriate ways.	▲ Identify and share feelings in appropriate ways.	▲ Identify and share feelings in appropriate ways.
▲ Avoid self-destructive behaviors and practice self-control.	▲ Avoid self-destructive behaviors and practice self-control.	Avoid self-destructive behaviors and practice self-control.	Avoid self-destructive behaviors and practice self-control.
Develop and use effective coping strategies.	Develop and use effective coping strategies.	▲ Develop and use effective coping strategies.	▲ Develop and use effective coping strategies.
Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	▲ Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	Demonstrate personal characteristics that contribute to self-confidence and self-esteem.
Develop protective factors that help foster resiliency.	Develop protective factors that help foster resiliency.	Develop protective factors that help foster resiliency.	Develop protective factors that help foster resiliency.
Develop and use effective communication skills.	Develop and use effective communication skills.	▲ Develop and use effective communication skills.	Develop and use effective communication skills.
Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.			
Disease Prevention			
Practice positive health behaviors to reduce the risk of disease.	Practice positive health behaviors to reduce the risk of disease.	Practice positive health behaviors to reduce the risk of disease.	▲ Practice positive health behaviors to reduce the risk of disease.
Prepare food as a way of learning about sanitary food preparation and storage.	Prepare food as a way of learning about sanitary food preparation and storage.	Prepare food as a way of learning about sanitary food preparation and storage.	▲ Prepare food as a way of learning about sanitary food preparation and storage.
Cooperate in regular health screenings.	Cooperate in regular health screenings.	Cooperate in regular health screenings.	Cooperate in regular health screenings.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Kindergarten Through Grade Three (Continued)

Expectation 3 (Continued)

Kindergarten	Grade one	Grade two	Grade three
Alcohol, Tobacco, and Other Drugs			
Distinguish between helpful and harmful substances.	▲ Distinguish between helpful and harmful substances.	Distinguish between helpful and harmful substances.	▲ Distinguish between helpful and harmful substances.
			Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.
		▲ Develop and use interpersonal and communication skills.	▲ Develop and use interpersonal and communication skills.
			▲ Exercise self-control.
Child Abuse, Including Sexual Exploitation (Penal Code 11166[a])			
			Identify ways to seek assistance if worried, abused, or threatened.
▲ Develop and use communication skills to tell others when touching is unwanted.	▲ Develop and use communication skills to tell others when touching is unwanted.	▲ Develop and use communication skills to tell others when touching is unwanted.	Develop and use communication skills to tell others when touching is unwanted.
Emergencies			
▲ Recognize emergencies and respond appropriately.	▲ Recognize emergencies and respond appropriately.	Recognize emergencies and respond appropriately.	Recognize emergencies and respond appropriately.
▲ Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.	Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.	Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.	Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.

Skills that should be emphasized are noted by a pyramid symbol (▲).

Kindergarten Through Grade Three (Continued)

Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.			
Kindergarten	Grade one	Grade two	Grade three
Roles of Family Members			
▲ Develop and use effective communication skills.	▲ Develop and use effective communication skills.	▲ Develop and use effective communication skills.	▲ Develop and use effective communication skills.
			Demonstrate ways to help support positive family interactions, such as listening to and following directions and showing care and concern toward other family members.
			Support and value all family members.
Change Within the Family			
Identify feelings related to changes within the family.	Identify feelings related to changes within the family.	▲ Identify feelings related to changes within the family.	▲ Identify feelings related to changes within the family.
Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.			
Friendship and Peer Relationships			
▲ Know and use appropriate ways to make new friends.	▲ Know and use appropriate ways to make new friends.	▲ Know and use appropriate ways to make new friends.	▲ Know and use appropriate ways to make new friends.
▲ Demonstrate acceptable actions toward others.	▲ Demonstrate acceptable actions toward others.	▲ Demonstrate acceptable actions toward others.	▲ Demonstrate acceptable actions toward others.
▲ Demonstrate positive ways to show or express feelings.	▲ Demonstrate positive ways to show or express feelings.	▲ Demonstrate positive ways to show or express feelings.	▲ Demonstrate positive ways to show or express feelings.
▲ Resolve conflicts in a positive, constructive way.	▲ Resolve conflicts in a positive, constructive way.	▲ Resolve conflicts in a positive, constructive way.	▲ Resolve conflicts in a positive, constructive way.
▲ Demonstrate acceptable methods of gaining attention.	▲ Demonstrate acceptable methods of gaining attention.	▲ Demonstrate acceptable methods of gaining attention.	▲ Demonstrate acceptable methods of gaining attention.

Skills that should be emphasized are noted by a pyramid symbol (▲).

Kindergarten Through Grade Three (Continued)

Expectation 5 (Continued)

Kindergarten	Grade one	Grade two	Grade three
School and Community-Based Efforts to Promote and Protect Health			
▲ Understand and follow school rules related to health.	▲ Understand and follow school rules related to health.	▲ Understand and follow school rules related to health.	▲ Understand and follow school rules related to health.
Participate in school efforts to promote health.	Participate in school efforts to promote health.	Participate in school efforts to promote health.	Participate in school efforts to promote health.
Assume responsibility for helping to take care of the school.	Assume responsibility for helping to take care of the school.	Assume responsibility for helping to take care of the school.	Assume responsibility for helping to take care of the school.

Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycle			
Describe the cycle of growth and development in humans and other animal species.	▲ Describe the cycle of growth and development in humans and other animal species.	▲ Describe the cycle of growth and development in humans and other animal species.	Demonstrate an understanding of the aging process (e.g., why older adults may have needs different from those of children).

Expectation 7: Students will understand and accept individual differences in growth and development.

Growth and Development			
Demonstrate an understanding of individual differences.	Demonstrate an understanding of individual differences.	Demonstrate an understanding of individual differences.	▲ Demonstrate an understanding of individual differences.
▲ Adapt group activities to include a variety of students.	▲ Adapt group activities to include a variety of students.	▲ Adapt group activities to include a variety of students.	▲ Adapt group activities to include a variety of students.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Kindergarten Through Grade Three (Continued)

Kindergarten	Grade one	Grade two	Grade three
Mental and Emotional Development			
Identify, express, and manage feelings appropriately.	Identify, express, and manage feelings appropriately.	Identify, express, and manage feelings appropriately.	Identify, express, and manage feelings appropriately.
Develop and use effective communication skills.	Develop and use effective communication skills.	Develop and use effective communication skills.	Develop and use effective communication skills.
Expectation 8: Students will identify information, products, and services that may be helpful or harmful to their health.			
Products and Services			
▲ Identify health care workers.	▲ Identify health care workers.		
	Identify a variety of consumer influences and analyze how those influences affect decisions.	▲ Identify a variety of consumer influences and analyze how those influences affect decisions.	▲ Identify a variety of consumer influences and analyze how those influences affect decisions.
			Identify places for obtaining health and social services and learn what types of services are provided.
Products and Services/Food Choices			
			Read and interpret information available on food labels.
			Use labels to compare the contents of food products.
			Identify ads and recognize strategies used to influence decisions.
			Practice various positive responses to those influences.

Grades Four Through Six

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.		
Grade Four	Grade Five	Grade Six
The Human Body		
Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.	▲ Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.	▲ Practice good personal hygiene, with particular attention to the changing needs of preadolescents and adolescents.
Use protective equipment or practice protective behaviors.	Use protective equipment or practice protective behaviors.	Use protective equipment or practice protective behaviors.
Food Choices		
▲ Establish and maintain healthy eating practices.	▲ Establish and maintain healthy eating practices.	▲ Establish and maintain healthy eating practices.
Make healthy food choices.	Make healthy food choices.	Make healthy food choices.
	Prepare a variety of healthy foods.	
		Analyze influences on food choices.
Practice kitchen safety.	Practice kitchen safety.	Practice kitchen safety.
Physical Activity		
▲ Participate regularly in a variety of enjoyable physical activities.	▲ Participate regularly in a variety of enjoyable physical activities.	▲ Participate regularly in a variety of enjoyable physical activities.
Set personal fitness goals.	▲ Set personal fitness goals.	▲ Set personal fitness goals.
Explore out-of-school play activities that promote fitness and health.	▲ Explore out-of-school play activities that promote fitness and health.	▲ Explore out-of-school play activities that promote fitness and health.
Obtain a sufficient amount of sleep.	Obtain a sufficient amount of sleep.	▲ Obtain a sufficient amount of sleep.
		Observe safety rules during physical activities.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Grade Four	Grade Five	Grade Six
Mental and Emotional Health		
▲ Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	Demonstrate personal characteristics that contribute to self-confidence and self-esteem.	Demonstrate personal characteristics that contribute to self-confidence and self-esteem.
Develop and use effective communication skills.	▲ Develop and use effective communication skills.	▲ Develop and use effective communication skills.
	▲ Develop and use effective coping strategies.	▲ Develop and use effective coping strategies.
▲ Identify and share feelings in appropriate ways.	Identify and share feelings in appropriate ways.	Identify and share feelings in appropriate ways.
		Develop protective factors that help foster resiliency.
		Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.
Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.		
Disease Prevention		
Practice positive health behaviors to reduce the risk of disease.	Practice positive health behaviors to reduce the risk of disease.	▲ Practice positive health behaviors to reduce the risk of disease.
Practice good personal hygiene.	Practice good personal hygiene.	Practice good personal hygiene.
		Cooperate in regular health screenings.
		Demonstrate care and concern toward ill persons in the family, the school, and the community.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Expectation 2 (Continued)

Grade Four	Grade Five	Grade Six
Treatment of Disease		
▲ Recognize symptoms of common illnesses.	Recognize symptoms of common illnesses.	Recognize symptoms of common illnesses.
		Take prescription and over-the-counter medicines properly.
Cooperate with parents and health care providers in the treatment or management of disease.	Cooperate with parents and health care providers in the treatment or management of disease.	Cooperate with parents and health care providers in the treatment or management of disease.
		Interpret correctly instructions for taking medicine.

Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations		
▲ Develop and use skills to avoid, resolve, and cope with conflicts.	▲ Develop and use skills to avoid, resolve, and cope with conflicts.	▲ Develop and use skills to avoid, resolve, and cope with conflicts.
Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.	▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.
	▲ Understand and follow rules prohibiting possession of weapons at school.	▲ Understand and follow rules prohibiting possession of weapons at school.
		Practice safe behavior in or near motorized vehicles.
		Practice safe behavior in recreational activities.
		Practice safe behavior in and near water.
		Report or obtain assistance when faced with unsafe situations.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Grade Four	Grade Five	Grade Six
	Alcohol, Tobacco, and Other Drugs	
▲ Distinguish between helpful and harmful substances.	Distinguish between helpful and harmful substances.	Distinguish between helpful and harmful substances.
	▲ Avoid, recognize, and respond to negative social influences and pressures to use alcohol, tobacco, or other drugs.	▲ Avoid, recognize, and respond to negative social influences and pressures to use alcohol, tobacco, or other drugs.
		Exercise self-control.
		Develop and use interpersonal and communication skills.
Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.	▲ Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.	Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.
▲ Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.	Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.	Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.
		Differentiate between the use and misuse of prescription and nonprescription drugs.
		Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.
Child Abuse, Including Sexual Exploitation (Penal Code 11166[a])		
Identify ways to seek assistance if worried, abused, or threatened.	Identify ways to seek assistance if worried, abused, or threatened.	Identify ways to seek assistance if worried, abused, or threatened.
		Recognize and avoid situations that can increase risk of abuse.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Expectation 3 (Continued)

Grade Four	Grade Five	Grade Six
	Emergencies	
Recognize emergencies and respond appropriately, including knowing where to find emergency supplies.	Recognize emergencies and respond appropriately, including knowing where to find emergency supplies.	▲ Recognize emergencies and respond appropriately, including (1) knowing where to find emergency supplies; (2) demonstrating proficiency in basic first-aid procedures; and (3) using precautions when dealing with other people's blood.
▲ Understand the family emergency plan.	Understand the family emergency plan.	Understand the family emergency plan.

Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

	Roles of Family Members		
Demonstrate ways to help support positive family interactions.	Demonstrate ways to help support positive family interactions.	Demonstrate ways to help support positive family interactions.	
Practice health-promoting behaviors with the family.	Practice health-promoting behaviors with the family.	Practice health-promoting behaviors with the family.	
		Participate in daily activities that help maintain the family.	
		Support and value all family members.	
		Develop and use effective communication skills.	
	Change Within the Family		
		Identify and effectively express feelings related to changes within the family.	
		Use effective strategies to cope with changes within the family, including identifying a support system.	

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.		
Grade Four	Grade Five	Grade Six
Friendship and Peer Relationships		
Know and use appropriate ways to make new friends.	Know and use appropriate ways to make new friends.	Know and use appropriate ways to make new friends.
▲ Resolve conflicts in a positive, constructive way.	▲ Resolve conflicts in a positive, constructive way.	Resolve conflicts in a positive, constructive way.
Demonstrate positive actions toward others.	▲ Demonstrate positive actions toward others.	Demonstrate positive actions toward others.
	▲ Demonstrate acceptable methods of gaining attention.	Demonstrate acceptable methods of gaining attention.
	Demonstrate acceptable ways to show or express feelings.	Demonstrate acceptable ways to show or express feelings.
	▲ Demonstrate how to resist negative peer pressure.	▲ Demonstrate how to resist negative peer pressure.
School and Community-Based Efforts to Promote and Protect Health		
Participate in school efforts to promote health.	Participate in school efforts to promote health.	▲ Participate in school efforts to promote health.
Participate in community efforts to address local health and environmental issues.	Participate in community efforts to address local health and environmental issues.	▲ Participate in community efforts to address local health and environmental issues.
Understand and follow school rules related to health.	Understand and follow school rules related to health.	▲ Understand and follow school rules related to health.
		Assume responsibility for helping to take care of the school.
		Contribute to the strengthening of health-related policies at school.
		Recognize that public policies and laws influence health-related issues.

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.		
Grade Four	Grade Five	Grade Six
Life Cycle		
Recognize the changes that occur during preadolescence.	▲ Recognize the changes that occur during preadolescence.	Recognize the changes that occur during preadolescence.
	▲ Use correct terminology for body parts.	▲ Use correct terminology for body parts.
	Recognize changing emotions.	Recognize changing emotions.
		▲ Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during preadolescence.
Practice good personal hygiene.	▲ Practice good personal hygiene.	▲ Practice good personal hygiene.
Manage feelings appropriately.	Manage feelings appropriately.	Manage feelings appropriately.
Expectation 7: Students will understand and accept individual differences in growth and development.		
Growth and Development		
▲ Demonstrate an understanding of individual differences.		▲ Demonstrate an understanding of individual differences.
	Develop a realistic body image.	▲ Develop a realistic body image.
		Recognize problems associated with not having a realistic body image.
Adapt group activities to include a variety of students.	Adapt group activities to include a variety of students.	Adapt group activities to include a variety of students.

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Grade Four	Grade Five	Grade Six
Mental and Emotional Development		
Identify, express, and manage feelings appropriately.	Identify, express, and manage feelings appropriately.	Identify, express, and manage feelings appropriately.
Develop and use effective communication skills.	Develop and use effective communication skills.	Develop and use effective communication skills.
Develop and use strategies, including critical thinking, decision making, goal setting, and problem solving.	Develop and use strategies, including critical thinking, decision making, goal setting, and problem solving.	Develop and use strategies, including critical thinking, decision making, goal setting, and problem solving.
		Recognize one's own strengths and limitations.
		Focus on the future (e.g., realistic short-term and long-term goals).
Expectation 8: Students will identify information, products, and services that may be helpful or harmful to their health.		
Products and Services		
Use critical-thinking skills to analyze marketing and advertising techniques and their influence.	▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence.	▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence.
Recognize helpful products and services.	Recognize helpful products and services.	Recognize helpful products and services.
	Identify a variety of consumer influences and analyze how those influences affect decisions.	Identify a variety of consumer influences and analyze how those influences affect decisions.
		Identify places for obtaining health and social services and learn what types of services are provided.
Identify health-care workers.		
Seek care from the school nurse or others (e.g., when needed for proper management of asthma).	Seek care from the school nurse or others (e.g., when needed for proper management of asthma).	Seek care from the school nurse or others (e.g., when needed for proper management of asthma).
		Discuss home care with parents when appropriate.

Grade-Level Emphasis Chart

Skills that should be emphasized are noted by a pyramid symbol (▲).

Grades Four Through Six (Continued)

Expectation 8 (Continued)

Grade Four	Grade Five	Grade Six
Food Choices		
▲ Develop basic food-preparation skills.	▲ Develop basic food-preparation skills.	▲ Develop basic food-preparation skills.
Read and interpret information available on food labels.	Read and interpret information available on food labels.	Read and interpret information available on food labels.
Use valid nutrition information to make healthy food choices.	Use valid nutrition information to make healthy food choices.	Use valid nutrition information to make healthy food choices.
	Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.	Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.
	Use unit pricing to determine the most economical purchases.	Use unit pricing to determine the most economical purchases.
		Use labels to compare the contents of food products.
		Purchase nutritious foods in a variety of settings.
		Analyze and taste foods from different ethnic and cultural groups.

Physical Model Content Standards/ TK Development Model (K-6)

Physical Development Model

Transitional Kindergarten

Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- Travel within a large group, without bumping into others or falling, while using locomotor skills
- Travel forward and sideways while changing direction quickly in response to a signal
- Demonstrate contrasts between slow and fast speeds while using locomotor skills

Body Management

- Balance on one, two, three and four body parts
- Balance while walking forward and sideways on a narrow, elevated surface
- Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object

Locomotor Movement

- Travel in straight, curved, and zigzag pathways
- Jump over a stationary rope several times in succession, using forward-and-back and side-to- side movement patterns

Manipulative Skills

- Strike a stationary ball or balloon with the hands, arms, and feet
- Toss a ball, using the underhand throw pattern, and catch it before it bounces twice
- Kick a stationary object, using a simple kicking pattern
- Bounce a ball continuously, using two hands

Rhythmic Skills

- Perform locomotor and nonlocomotor movements to a steady beat
- Clap in time to a simple, rhythmic beat

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Body Management

- Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes

Locomotor Movement

- Demonstrate the locomotor skills of walk, jog, run, hop, jump, slide, and gallop

Standard 3- Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- Participate in physical activities that are enjoyable and challenging

Aerobic Capacity

- Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate

Flexibility

- Stretch shoulders, legs, arms, and back without bouncing

Body Composition

- Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity

Standard 4- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self Responsibility

- Identify the feelings that result from participation in physical activity
- Participate willingly in physical activities

Social Interaction

- Demonstrate the characteristics of sharing in a physical activity
- Describe how positive social interaction can make physical activity with others more fun

Group Dynamics

- Participate as a leader and a follower during physical activities

Physical Education Model Content Standards (K-6)

Kindergarten

Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts:

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Body Management:

- 1.5 Create shapes by using nonlocomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.

Locomotor Movement:

- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Manipulative Skills:

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.

Rhythmic Skills:

- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- 1.17 Clap in time to a simple, rhythmic beat

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activity.

Movement Concepts:

- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Body Management:

- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.

Locomotor Movement:

2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

Manipulative Skills:

2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.

2.7 Identify the point of contact for kicking a ball in a straight line.

2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

Standard 3- Students Assess and Maintain a Level of Physical Fitness to Improve Health and Performance.

Fitness Concepts:

3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity:

3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance:

3.3 Hang from overhead bars for increasing periods of time.

3.4 Climb a ladder, jungle gym, or apparatus.

Flexibility:

3.5 Stretch shoulders, legs, arms, and back without bouncing.

Body Composition:

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment:

3.7 Identify indicators of increased capacity to participate in vigorous physical activity

Standard 4- Students Demonstrate Knowledge of Physical Fitness Concepts, Principles, and Strategies to Improve Health and Performance.

Fitness Concepts:

4.1 Identify physical activities that are enjoyable and challenging.

4.2 Describe the role of water as an essential nutrient for the body.

4.3 Explain that nutritious food provides energy for physical activity.

Aerobic Capacity:

4.4 Identify the location of the heart and explain that it is a muscle.

4.5 Explain that physical activity increases the heart rate.

4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance:

- 4.7 Explain that strong muscles help the body to climb, hang, push, and pull.
- 4.8 Describe the role of muscles in moving the bones.

Flexibility:

- 4.9 Identify the body part involved when stretching.

Body Composition:

- 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

Standard 5- Students Demonstrate and Utilize Knowledge of Psychological and Sociological Concepts, Principles, and Strategies that Apply to the Learning and Performance of Physical Activity.**Self-Responsibility:**

- 5.1 Identify the feelings that result from participation in physical activity.
- 5.2 Participate willingly in physical activities.

Social Interaction:

- 5.3 Demonstrate the characteristics of sharing in a physical activity.
- 5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics:

- 5.5 Participate as a leader and a follower during physical activities.

Grade 1

Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**Movement Concepts:**

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management:

- 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement:

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.

Manipulative Skills:

- 1.10 Demonstrate the underhand movement (throw) pattern.

- 1.11 Demonstrate the overhand movement (throw) pattern.
- 1.12 Demonstrate the two-handed overhead (throw) pattern.
- 1.13 Catch, showing proper form, a gently thrown ball.
- 1.14 Catch a self-tossed ball.
- 1.15 Catch a self-bounced ball.
- 1.16 Kick a rolled ball from a stationary position.
- 1.17 Kick a stationary ball, using a smooth, continuous running approach.
- 1.18 Strike a balloon upward continuously, using arms, hands, and feet.
- 1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
- 1.20 Dribble a ball in a forward direction, using the inside of the foot.
- 1.21 Dribble a ball continuously with one hand.

Rhythmic Skills:

- 1.22 Create or imitate movement in response to rhythms and music.

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

- 2.1 Identify the right and left sides of the body and movement from right to left and left to right.
- 2.2 Identify people/objects that are within personal space and within boundaries.

Body Management:

- 2.3 Identify the base of support of balanced objects.

Locomotor Movement:

- 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills:

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.
- 2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
- 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.
- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to reduce *the* impact force while catching an object.
- 2.11 Identify the placement of the non-kicking foot when kicking with a smooth, running approach'
- 2.12 Identify the location of the contact point to strike an object upward.
- 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

Standard 3- Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts:

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity:

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance:

3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.

3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.

3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

Flexibility:

3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

Body Composition:

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment:

3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

Standard 4- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**Fitness Concepts:**

4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.

4.2 Explain the importance of drinking water during and after physical activity.

4.3 Explain that nutritious food provides energy for alertness and mental concentration.

Aerobic Capacity:

4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.

4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.

4.6 Identify physical activities that cause the heart to beat faster.

4.7 Describe the role of blood in transporting oxygen from the lungs.

Muscular Strength/Endurance:

4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.

4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time

Flexibility:

4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.

4.11 Diagram how flexible muscles allow more range of motion in physical activity.

Body Composition:

4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

Standard 5- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**Self-Responsibility:**

5.1 Participate willingly in new physical activities.

5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

Social Interaction:

- 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
- 5.4 Invite others to use equipment or apparatus before repeating a turn.

Group Dynamics:

- 5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
- 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

Grade 2

Standard 1- Students demonstrate the motor skills and movement patterns needed perform a variety of physical activities.

Movement Concepts:

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management:

- 1.2 Transfer weight from feet to hands and from hands to feet, landing with control.
- 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.
- 1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) and a stationary balance position after each roll.

Locomotor Movement:

- 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
- 1.6 Skip and leap, using proper form.

Manipulative Skills:

- 1.7 Roll a ball for distance, using proper form.
- 1.8 Throw a ball for distance, using proper form.
- 1.9 Catch a gently thrown ball above the waist, reducing the impact force.
- 1.10 Catch a gently thrown ball below the waist, reducing the impact force.
- 1.11 Kick a slowly rolling ball.
- 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.14 Hand-dribble, with control, a ball for a sustained period.
- 1.15 Foot-dribble, with control, a ball along the ground.
- 1.16 Jump a rope turned repeatedly.

Rhythmic Skills:

- 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
- 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.
- 1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

- 2.1 Define open space.
- 2.2 Explain how to reduce the impact force of an oncoming object.

Body Management:

- 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.
- 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement:

- 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills:

- 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
- 2.7 Identify different opportunities to use striking skills.
- 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
- 2.9 Explain key elements of throwing for distance.
- 2.10 Identify the roles of body parts not directly involved in catching objects.
- 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
- 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
- 2.13 Explain the purpose of using a side orientation when striking a ball from a batting
- 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

Standard 3- Students assess and maintain a level of physical fitness to improve health and performance.**Fitness Concepts:**

- 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity:

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance:

- 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
- 3.4 Traverse the overhead ladder one bar at a time.

Flexibility:

- 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition:

- 3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment:

- 3.7 Measure improvements in individual fitness levels.

Standard 4- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**Fitness Concepts:**

- 4.1 Explain the fuel requirements of the body during physical activity and inactivity.
- 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
- 4.3 Identify ways to increase time for physical activity outside of school.

4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.

4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

Aerobic Capacity:

4.6 Compare and contrast the function of the heart during rest and during physical activity.

4.7 Describe the relationship between the heart and lungs during physical activity.

4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance:

4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.

4.10 Identify muscles being strengthened during the performance of particular physical activities.

4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.

4.12 Explain the role that weight-bearing activities play in bone strength.

Flexibility:

4.13 Identify the muscles being stretched during the performance of particular physical activities.

4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

Body Composition :

4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

Standard 5- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the earning and performance of physical activity.

Self-Responsibility:

5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

5.2 Accept responsibility for one's own behavior in a group activity.

Social Interaction:

5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.

5.4 Encourage others by using verbal and nonverbal communication.

5.5 Demonstrate respect for self, others, and equipment during physical activities.

5.6 Demonstrate how to solve a problem *with another person during physical activity*.

Group Dynamics

5.7 Participate positively in physical activities that rely on cooperation.

Grade 3

Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts:

1.1 Chase, flee, and move away from others in a constantly changing environment.

Body Management:

1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.

1.3 Perform a forward roll.

1.4 Perform a straddle roll.

Locomotor Movement:

1.5 Jump continuously a forward-turning rope and a backward-turning rope.

Manipulative Skills:

1.6 Balance while traveling and manipulating an object on a ground-level balance beam.

1.7 Catch, while traveling, an object thrown by a stationary partner.

1.8 Roll a ball for accuracy toward a target.

1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.

1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.

1.11 Kick a ball to a stationary partner, using the inside of the foot.

1.12 Strike a ball continuously upward, using a paddle or racket.

1.13 Hand-dribble a ball continuously while moving around obstacles.

1.14 Foot-dribble a ball continuously while traveling and changing direction.

Rhythmic Skills:

1.15 Perform a line dance, a circle dance, and a folk dance with a partner.

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

2.1 Describe how changing speed and changing direction can allow one person to move away from another.

Manipulative Skills:

2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.

2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.

2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.

2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.

Rhythmic Skills:

2.6 Define the terms folk dance, line dance, and circle dance.

2.7 Compare and contrast folk dances, line dances, and circle dances.

Standard 3- Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts:

- 3.1 Demonstrate warm-up and cool-down exercises.
- 3.2 Demonstrate how to lift and carry objects correctly.

Aerobic Capacity:

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate.

Muscular Strength/Endurance:

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
- 3.5 Climb a vertical pole or rope.

Flexibility:

- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

Body Composition:

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment:

- 3.8 Measure and record improvement in individual fitness activities.

Standard 4- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts:

- 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
- 4.2 List and define the components of physical fitness.
- 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
- 4.4 Recognize that the body will adapt to increased workloads.
- 4.5 Explain that fluid needs are linked to energy expenditure.
- 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

Aerobic Capacity:

- 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- 4.8 Describe and record the changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance:

- 4.9 Explain that a stronger heart muscle can pump more blood with each beat.
- 4.10 Identify which muscles are used in performing muscular endurance activities.
- 4.11 Name and locate the major muscles of the body.
- 4.12 Describe and demonstrate how to relieve a muscle cramp.
- 4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

Flexibility:

- 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.

4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

Body Composition:

4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

Standard 5- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the earning and performance of physical activity.

Self-Responsibility:

5.1 Set a personal goal to improve a motor skill and work toward that goal in non-school time.

5.2 Collect data and record progress toward mastery of a motor skill.

5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Social Interaction:

5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.

5.5 Demonstrate respect for individual differences in physical abilities.

Group Dynamics:

5.6 Work in pairs or small groups to achieve an agreed-upon goal.

Grade 4

Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management:

1.1 Perform simple balance stunts with a partner while sharing a common base of support.

1.2 Change direction quickly to maintain the spacing between two players.

1.3 Change direction quickly to increase the spacing between two players.

1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

Locomotor Movement:

1.5 Jump a self-turned rope.

Manipulative Skills:

1.6 Throw and catch an object with a partner while both partners are moving.

1.7 Throw overhand at increasingly smaller targets, using proper follow-through.

1.8 Throw a flying disc for distance, using the backhand movement pattern.

1.9 Catch a fly ball above the head, below the waist, and away from the body.

1.10 Kick a ball to a moving partner, using the inside of the foot.

1.11 Kick a stationary ball from the ground into the air.

1.12 Punt a ball dropped from the hands.

1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.

1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.

1.15 Strike a gently tossed ball with a bat, using a side orientation.

- 1.16 Keep a foot-dribbled ball away from a defensive partner.
- 1.17 Keep a hand-dribbled ball away from a defensive partner.
- 1.18 Manipulate an object by using a long-handled implement.
- 1.19 Stop a kicked ball by trapping it with the foot while standing still.
- 1.20 Volley a tossed lightweight ball, using the forearm pass.

Rhythmic Skills:

- 1.21 Perform a series of basic square-dance steps.
- 1.22 Perform a routine to music that includes even and uneven locomotor patterns.

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

- 2.1 Explain the difference between offense and defense.
- 2.2 Describe ways to create more space between an offensive player and a defensive player.

Body Management:

- 2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.
- 2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

Manipulative Skills:

- 2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.
- 2.6 Distinguish between punting and kicking and describe the similarities and differences.
- 2.7 Compare and contrast dribbling a ball without a defender and with a defender.
- 2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.
- 2.9 Identify key body positions used for volleying a ball.

Rhythmic Skills:

- 2.10 Design a routine to music that includes even and uneven locomotor patterns.

Standard 3- Student assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts:

- 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.
- 3.2 Demonstrate the correct body position for pushing and pulling large objects.

Aerobic Capacity:

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Muscular Strength/Endurance

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
- 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Flexibility:

- 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip adductors, hip abductors, and calves.

Body Composition:

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment:

3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health-related physical fitness assessments.

Standard 4- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts:

4.1 Identify the correct body alignment for performing lower-body stretches.

4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.

4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.

4.4 Identify healthful choices for meals and snacks that help improve physical performance.

4.5 Explain why the body needs water before, during, and after physical activity.

4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high-intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.

4.7 Explain the purpose of warm-up and cool-down periods.

Aerobic Capacity:

4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15-second intervals.

4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.

4.10 Identify two characteristics of physical activity that build aerobic capacity.

4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

Muscular Strength/Endurance:

4.12 Describe the difference between muscular strength and muscular endurance.

4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.

4.14 Recognize how strengthening major muscles can improve performance at work and play.

4.15 Describe the correct form to push and pull heavy objects.

Flexibility:

4.16 Explain the value of increased flexibility when participating in physical activity.

Body Composition:

4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

Standard 5- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility:

5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.

5.2 Collect data and record progress toward attainment of a personal fitness goal.

5.3 Accept responsibility for one's own performance without blaming others.

5.4 Respond to winning and losing with dignity and respect.

Social Interaction:

5.5 Include others in physical activities and respect individual differences in skill and motivation.

Group Dynamics:

5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.

Grade 5

Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management:

1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement:

1.2 Jump for height, using proper takeoff and landing form.

1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills:

1.4 Enter, jump, and leave a long rope turned by others.

1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.

1.6 Throw and catch an object underhand and overhand while avoiding an opponent.

1.7 Field a thrown ground ball.

1.8 Punt a ball, dropped from the hands, at a target.

1.9 Stop a kicked ball by trapping it with the foot while moving.

1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.

1.11 Hit a softly tossed ball backhanded with a paddle or racket.

1.12 Strike a tossed ball, with different implements, from a side orientation.

1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.

1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.

1.15 Dribble a ball and kick it toward a goal while being guarded.

1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.

1.17 Volley a tossed ball to an intended location.

Rhythmic Skills:

1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.

1.19 Design and perform a routine to music that involves manipulation of an object.

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

2.1 Explain the importance of open space in playing sport-related games.

2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management:

2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills:

2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

Rhythmic Skills:

2.5 Design a routine to music, changing speed and direction while manipulating an object.

Standard 3- Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts:

3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.

3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Aerobic Capacity:

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

Muscular Strength/Endurance:

3.4 Perform an increasing number of oblique curl-ups on each side.

3.5 Perform increasing numbers of triceps push-ups.

Flexibility:

3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Body Composition:

3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Assessment:

3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

Standard 4- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts:

4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.

4.3 Develop and describe three short-term and three long-term fitness goals.

4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.

4.5 Explain the elements of warm-up and cool-down activities.

4.6 Record water intake before, during, and after physical activity.

4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity:

4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.

4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.

4.10 Compare target heart rate and perceived exertion during physical activity.

4.11 Measure and record the heart rate before, during, and after vigorous physical activity.

4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance:

4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility:

4.14 Explain the benefits of stretching after warm-up activities.

Body Composition:

- 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.
 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

Standard 5- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility:

- 5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
 5.2 Work toward a long-term physical activity goal and record data on one's progress.
 5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.
 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

Social Interaction:

- 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.
 5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics:

- 5.7 Accommodate individual differences in others' physical abilities in small-group activities.
 5.8 Appreciate physical games and activities reflecting diverse heritages.

Grade 6

Standard 1- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills:

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
 1.5 Dribble and pass a ball to a partner while being guarded.
 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

Rhythmic Skills:

- 1.7 Perform folk and line dances.
 1.8 Develop, refine, and demonstrate routines to music.

Combinations of Movement Patterns and Skills

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
 1.10 Combine motor skills to play a lead-up or modified game.
 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight

Standard 2- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:

- 2.1 Explain how to increase force based on the principles of biomechanics.
 2.2 Explain how impact force is reduced by increasing the duration of impact.

- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

Manipulative Skills:

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

Rhythmic Skills:

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

Combination of Movement Patterns and Skills:

- 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

Standard 3- Student assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
 - 3.2 Compare individual physical fitness results with research-based standards for good health.
 - 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
 - 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
 - 3.6 Monitor the intensity of one's heart rate during physical activity.

Standard 4- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as aerobic or anaerobic.
- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/ calories consumed and energy expended through physical activity.

Standard 5- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility:

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

Social Interaction:

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics:

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

Thanksgiving Feasts

With transition to the Common Core State Standards, some are asking about the tradition of Thanksgiving Feasts being celebrated in our classrooms. Thanksgiving is a uniquely American holiday celebrated by virtually all Americans and it is a part of our cultural history and our curriculum. Board Policy allows for “occasional class parties” that traditionally have occurred prior to Winter break and at the end of the school year. A Thanksgiving Feast activity that is tied to an instruction plan and takes our Wellness policy into consideration can be a valuable educational experience for our children; underscores our American traditions; and recognizes Thanksgiving as way to express our thanks. A Thanksgiving Feast activity should have two parts: **curriculum** and the **appropriate application of our Wellness policy when bringing food into the classroom**. Additionally, the site principal should be informed of the Thanksgiving Feast in order to provide any other guidance that might be necessary.

Curriculum

Social Studies Standards:

K.6 Identify the purposes of, and the people and events honored in commemorative holidays

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time

2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

3.2.4 Discuss the interaction of new settlers with the already established Indians of the region.

5.3.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g. in agriculture, the fur trade, military alliances, treaties, cultural interchanges).

Other Standards:

TK Standards: Social Emotional Development /Social Interaction

Common Core Standards (All grade levels):

Reading Informational Text Standards, especially the following anchor standards

-Key Ideas and Details (#1,2,3)

-Integration of Knowledge and Ideas (#7,8,9)

Writing Standards, especially the following anchor standards

-Text Type and Purposes (#1,2)

-Research to Build Present Knowledge (#7,8,9)

Speaking and Listening Standards: All

Wellness Policy

Board Policy 5030 states that School staff shall encourage parents/guardians or other volunteers to support the district’s nutrition education program by considering the nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods and beverages that do not meet nutritional standards to no more than one food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible. Additionally, all student health needs should be considered, so that no child is left out and age-appropriate serving sizes should be considered in planning.