

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

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

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

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


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

Physical Development

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

Indicators	Objectives
A. Exercise Physiology¹	a. Locate the heart beat after vigorous exercise.
1. Identify and demonstrate the effects of physical activity on the body systems.	
2. Explore the components of the Frequency, Intensity, Type, and Time (FITT) principle using physical activity.	a. Explore various movements through play.
3. Explore and identify the components that relate to fitness activities.	a. Explore and identify a variety of physical activities.
4. Investigate the benefits of physical activity.	a. Identify physical benefits of exercise.

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


Indicators	Objectives
A. Biomechanical Principles¹	a. Show various forms of movement during play.
1. Experience movement through play.	
2. Experience the concept of balance through play	a. Show how to balance.
 <i>VII A1 Moves with balance and control.</i>	

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

STANDARD: 3.0 SOCIAL PSYCHOLOGICAL PRINCIPLES- Student will demonstrate the ability to use skills essential for developing *self- efficacy*, fostering a sense of community, and working effectively with others in physical activity settings.

Indicators	Objectives
A. Social Psychological Principles¹	
1. Develop an understanding of effort and improvement.	a. Participate in a variety of activities in order to experience continues success through practice. b. Experience continued success through practice.
2. Work effectively with others in physical activity settings.	a. Experience collaborative <i>effort</i> by imitating socially acceptable behaviors. <ul style="list-style-type: none"> • Cooperation • Respect (self, space, others) • Responsibility • Sportsmanship
3. Build relationships to develop a sense of community within the class.	a. Identify the meaning of the word caring.

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



Indicators	Objectives
A. Motor Learning¹	
1. Experience a variety of play situations  <i>WSS VII A2 Coordinates movements to perform simple tasks.</i>	a. Experience a variety of age appropriate activities that include walking, hoping, jumping, etc.
4. Improve performance through positive feedback	a. Use verbal and visual cues to improve personal performance

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

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

Indicators	Objectives
A. Physical Activity ¹	

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

Indicators	Objectives
A. Skillfulness¹	
1. Explore and experience fundamental movement skills.	a. Explore spatial awareness (general and self space, levels, directions, pathways) b. Explore variety of locomotor skills, such as walk, gallop, run, skip, hop, slide, jump, and leap.  <i>WSS VII A1 Moves with balance and control.</i>
2. Develop creative movement skills.	a. Identify body parts and explore how they move. b. Explore shapes through movement (curved, twisted, narrow, and wide).
3. Explore and experience skill themes  <i>WSS VII A2 Coordinates movements to perform simple tasks.</i>	a. Explore throwing a variety of levels. b. Track a self thrown object. c. Demonstrate striking a light weight object with different body parts. d. Explore balancing on a variety of body parts.

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

HEALTH EDUCATION

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

Indicators	Objectives
A. Mental and Emotional Health ¹	

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

Indicators	Objectives
A. Alcohol, Tobacco, and Other Drugs ¹	

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


Indicators	Objectives
A. Personal and Consumer Health ¹	

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


Indicators	Objectives
A. Family Life and Human Sexuality ¹	

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

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

Indicators	Objectives
<p>A. Safety and injury Prevention¹</p> <p>1. Recognize how to respond appropriately to emergency situations.</p>  <p><i>WSS VII C2 Follows basic health and safety rules.</i></p>	<p>a. Identify how to respond to an emergency. (e.g. present different situations)</p> <ul style="list-style-type: none"> • Tell an adult • Call 911.

STANDARD 6.0: HEALTH EDUCATION-Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Indicators	Objectives
<p>A. Nutrition and Fitness¹</p> <p>5. Students will identify the relationship between food and the senses</p>	<p>a. Recognize that foods have different tastes.</p> <ul style="list-style-type: none"> • Sweet • Sour • Bitter • Salty
<p>8. Tell the relationship between food and health</p>  <p><i>WSS VII C2 Follows basic health And safety rules.</i></p>	<p>a. Tell why the body needs food and health</p> <ul style="list-style-type: none"> • Growth

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

Indicators	Objectives
<p>A. Disease Prevention and Control¹</p>	

¹Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.