

K - 8

# Physical Education and Health Curriculum Framework

Revised 2005

## Strands

## Content Standards

Strands	Content Standards
Physical Education and Leisure	
1. Motor Skills and Movement Patterns	Students shall demonstrate competency in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
2. Health Related Fitness	Students shall achieve and maintain a health-enhancing level of physical fitness.
3. Lifetime Sports and Recreation	Students shall demonstrate an understanding of the importance and health benefits of participating in lifetime sports and recreation.
4. Personal and Social Behavior	Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.
Health and Wellness	
5. Human Growth and Development	Students shall understand characteristics relating to growth and development.
6. Disease Prevention	Students shall evaluate and exhibit behaviors that reduce risks of chronic and communicable diseases.
7. Community Health and Promotion	Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and environmental health.
8. Healthy Life Skills and Relationships	Students shall demonstrate the ability to use decision-making, goal-setting, and interpersonal communication skills to enhance relationships and promote holistic wellness.
9. Alcohol, Tobacco, and Other Drugs	Students shall demonstrate the ability to use drug knowledge and decision-making skills to address the usage and abuse of medication, alcohol, tobacco, and other drugs.
10. Personal Health and Safety	Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.
11. Nutrition	Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

\*Each grade level continues to address earlier Student Learner Expectations as needed.

Strand: Physical Education and Leisure

Standard 1: Motor Skills and Movement

Students shall demonstrate *competency* in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES..

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Body Awareness</i>	PEL.1.K.1 Identify body parts, including head, shoulders, knees, toes, elbows, back, stomach, right foot, left foot, right hand, left hand, leg, arm, neck, hip, thigh, calf, heel, forehead, chin, waist, fingers, chest, wrist, ankles, eyes, ears, nose, and mouth	PEL.1.1.1 Distinguish between upper, lower, left, and right body parts	PEL.1.2.1 Recognize major muscle groups: <ul style="list-style-type: none"> <li>• biceps</li> <li>• triceps</li> <li>• quadriceps</li> <li>• abdominals</li> <li>• hamstrings</li> <li>• calf muscles (gastrocnemius)</li> <li>• glutes</li> </ul>	PEL.1.3.1 Identify and locate major muscle groups: <ul style="list-style-type: none"> <li>• biceps</li> <li>• triceps</li> <li>• quadriceps</li> <li>• abdominals</li> <li>• hamstrings</li> <li>• calf muscles (gastrocnemius)</li> <li>• glutes</li> </ul>	PEL.1.4.1 Identify and perform movements using the musculoskeletal system

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Body Awareness</i>			PEL.1.2.2 Recognize the major bones in the skeletal system: <ul style="list-style-type: none"> <li>• cranium</li> <li>• vertebrae</li> <li>• ribs</li> <li>• humerus</li> <li>• radius</li> <li>• ulna</li> <li>• pelvis</li> <li>• femur</li> <li>• fibula</li> <li>• tibia</li> <li>• phalanges</li> </ul>	PEL.1.3.2 Identify and locate the major bones in the skeletal system: <ul style="list-style-type: none"> <li>• cranium</li> <li>• vertebrae</li> <li>• ribs</li> <li>• humerus</li> <li>• radius</li> <li>• ulna</li> <li>• pelvis</li> <li>• femur</li> <li>• fibula</li> <li>• tibia</li> <li>• phalanges</li> </ul>	

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Body Awareness</i>	PEL.1.K.2 Demonstrate dynamic (moving) and <i>static</i> (stationary) movements using various body positions (e.g., animal movements)	PEL.1.1.2 Dramatize various movements of body parts to music  PEL.1.1.3 Apply basic body movement patterns using verbal cues or music (e.g., "hokey pokey," alphabet shapes)	PEL.1.2.3 Create body movement patterns using music or games (e.g., free movement)		

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Spatial Awareness</i>	<p>PEL.1.K.3 Move forward, side-to-side, high/medium/low, stop/go, under, over, behind, and through</p> <p>PEL.1.K.4 Move body limbs (high, low, and medium)</p> <p>PEL.1.K.5 Move appropriately in general space within boundaries without falling down and bumping into others</p>	<p>PEL.1.1.4 Move in various directions and through various pathways in regard to other students and objects (i.e., obstacle courses)</p>	<p>PEL.1.2.4 Travel independently in a large group while safely and quickly changing speed and direction within a boundary</p>	<p>PEL.1.3.3 Demonstrate directional movements (clockwise, counterclockwise, and spiral)</p> <p>PEL.1.3.4 Play group games with appropriate equipment within boundaries</p>	<p>PEL.1.4.2 Demonstrate game strategies of chasing, fleeing, and evading</p> <p>PEL.1.4.3 Create and defend space, display readiness, and cover areas utilizing motor skills (e.g., tag games)</p>

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Standard 1: Motor Skills and Movement

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Locomotor and Non- Locomotor Movements	<p>PEL.1.K.6 Perform <i>locomotor</i> movements:</p> <ul style="list-style-type: none"> <li>• crawl</li> <li>• run</li> <li>• <i>hop</i></li> <li>• <i>jump</i></li> <li>• gallop</li> <li>• slide</li> <li>• skip</li> <li>• leap</li> <li>• jog</li> </ul> <p>PEL.1.K.7 Perform the following <i>non-locomotor</i> movements:</p> <ul style="list-style-type: none"> <li>• bend</li> <li>• stretch</li> <li>• turn</li> <li>• twist</li> <li>• shake</li> <li>• cross-lateral (crossing the mid-line of the body)</li> <li>• push</li> <li>• pull</li> <li>• sway</li> </ul>	<p>PEL.1.1.5 Apply <i>locomotor</i> movement in various activities (e.g., <i>rhythms</i>, relays)</p> <p>PEL.1.1.6 Perform any combination of the following <i>non-locomotor</i> movements (e.g., bend and stretch, twist and turn, push and pull)</p>	<p>PEL.1.2.5 Use <i>locomotor</i> skills in <i>low-organized games</i> (e.g., tag games)</p> <p>PEL.1.2.6 Demonstrate a teacher-led movement sequence while smoothly combining <i>locomotor</i> and <i>non-locomotor</i> skills (e.g., combine galloping, skipping, <i>jumping</i>, bending, swaying, twisting in a sequence, <i>jumping</i> rope using different feet patterns)</p>	<p>PEL.1.3.5 Practice <i>locomotor</i> movements in a variety of games</p> <p>PEL.1.3.6 Create and demonstrate three (3) or more movement sequences while smoothly combining <i>locomotor</i> and <i>non-locomotor</i> skills</p>	<p>PEL.1.4.4 Apply <i>locomotor</i> movements in a variety of <i>lead-up games</i></p>

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Standard 1: Motor Skills and Movement

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Rhythms and Dance</i>	<p>PEL.1.K.8 Travel to a beat by marching, clapping, and stomping with a fast and slow pace, using even and uneven <i>rhythms</i></p>	<p>PEL.1.1.7 Express body movement through music, beat, and <i>rhythm</i></p>	<p>PEL.1.2.7 Maintain a steady beat while listening to music</p> <p>PEL.1.2.8 Perform instructional dance sequences to music (e.g., “chicken dance”)</p>	<p>PEL.1.3.7 Perform rhythmical sequences (e.g., tinikling, <i>jump</i> bands, lummi sticks, <i>jump</i> rope, folk dance, square dance)</p>	<p>PEL.1.4.5 Perform simple sequences to multi-cultural dances in time to music (e.g., grapevine, schottische, step-together-step)</p>



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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Manipulative Skills</i>	<p>PEL.1.K.9 Use limited body movement when throwing with the dominant arm</p> <p>PEL.1.K.10 Extend arms toward thrower when catching an object</p> <p>PEL.1.K.11 Move a ball with the feet</p>	<p>PEL.1.1.8 Step using the foot opposite the throwing hand</p> <p>PEL.1.1.9 Catch a bounced ball from a thrower</p> <p>PEL.1.1.10 Move a ball using either foot while keeping the ball in control</p>	<p>PEL.1.2.9 Demonstrate follow-through to opposite hip when throwing an object</p> <p>PEL.1.2.10 Catch a variety of self-tossed objects</p> <p>PEL.1.2.11 Move a ball using a variety of pathways and dribble around or through various obstacles, keeping the ball in control</p>	<p>PEL.1.3.8 Throw an object over hand using a <i>mature pattern</i></p> <p>PEL.1.3.9 Catch a variety of objects at different levels with a partner using a <i>mature pattern</i></p> <p>PEL.1.3.10 Dribble a ball around moving obstacles with both feet using a <i>mature pattern</i></p>	<p>PEL.1.4.6 Throw an object with increased velocity and accuracy</p> <p>PEL.1.4.7 Catch an object thrown with increased velocity or catch an object while moving</p> <p>PEL.1.4.8 Use feet to dribble with control and <i>agility</i> at a greater speed</p>

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Manipulative Skills	<p>PEL.1.K.12 Bounce a ball using one or two hands in self space and general space</p> <p>PEL.1.K.13 Use limited body movement when kicking with the dominant leg</p> <p>PEL.1.K.14 Use limited body movement when striking an object using the dominant arm</p> <p>PEL.1.K.15 Volley a balloon with hands</p>	<p>PEL.1.1.11 Dribble with one hand in self space while keeping control of the ball</p> <p>PEL.1.1.12 Move toward a stationary ball and kick using the dominant foot</p> <p>PEL.1.1.13 Demonstrate side orientation and proper grip when striking an object</p> <p>PEL.1.1.14 Volley an object, maintaining control, with the hands, arms, or racquet</p>	<p>PEL.1.2.12 Dribble in control with the dominate hand while moving in a general space</p> <p>PEL.1.2.13 Kick a stationary or moving ball and follow through toward a target</p> <p>PEL.1.2.14 Step toward and strike a stationary object</p> <p>PEL.1.2.15 Volley a light-weight ball tossed by a partner or self using arms, hands, or racquet</p>	<p>PEL.1.3.11 Dribble in control with either hand while moving using a <i>mature pattern</i></p> <p>PEL.1.3.12 Demonstrate a <i>mature pattern</i> of kicking using a variety of kicks and a variety of objects (e.g., drop kick, stationary kick, punt)</p> <p>PEL.1.3.13 Step toward and strike a moving object using a <i>mature pattern</i></p> <p>PEL.1.3.14 Volley a light-weight ball to self or partner using a <i>mature pattern</i></p>	<p>PEL.1.4.9 Dribble around moving obstacles using both hands while moving at a greater speed</p> <p>PEL.1.4.10 Use a variety of kicks with defenders and show increased velocity and accuracy</p> <p>PEL.1.4.11 Strike a ball with increased velocity and accuracy</p> <p>PEL.1.4.12 Demonstrate a <i>mature pattern</i> of volleying during a game situation</p>
Knowledge and Strategies	<p>PEL.1.K.16 Participate in <i>low-organized games</i> that utilize basic motor skills</p>	<p>PEL.1.1.15 Participate in <i>low-organized games</i> that utilize basic motor skills</p>	<p>PEL.1.2.16 Participate in <i>low-organized games</i> that utilize basic motor skills</p>	<p>PEL.1.3.15 Participate in <i>modified games</i> that utilize basic motor skills</p>	<p>PEL.1.4.13 Participate in <i>modified games</i> that utilize basic motor skills</p>

Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES..

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Cardio-Respiratory Endurance</b>	<p>PEL.2.K.1 Locate the heart and understand that it is the size of a fist</p> <p>PEL.2.K.2 Know that the heart functions as a pump for blood</p> <p>PEL.2.K.3 Recognize change in the heart beat while participating in a moderate to vigorous activity</p>	<p>PEL.2.1.1 Show where the heart is located and describe its approximate size and shape</p> <p>PEL.2.1.2 Understand that the heart is a muscle that pumps blood throughout the body</p>	<p>PEL.2.2.1 Understand that the heart produces a pulse when beating</p> <p>PEL.2.2.2 Understand health benefits related to increased heart beat during activity</p>	<p>PEL.2.3.1 Locate areas on the body where a pulse can be found (e.g., wrist, chest, neck)</p> <p>PEL.2.3.2 Demonstrate a procedure for monitoring heart rate (e.g., take pulse with fingers, heart rate monitors, pulse stick)</p> <p>PEL.2.3.3 Maintain continuous aerobic activity for a specific time (e.g., jumping rope for 3 minutes)</p>	<p>PEL.2.4.1 Locate <i>carotid</i> and <i>radial</i> arteries to calculate heart rate</p> <p>PEL.2.4.2 Monitor intensity of exercises using a <i>target heart rate</i> chart</p> <p>PEL.2.4.3 Maintain a moderate to vigorous intensity level in a variety of activity settings (e.g., <i>jump</i> rope, tag, dancing)</p>

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 Standard 2: Health Related Fitness

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Cardio-Respiratory Endurance</b>	<p>PEL.2.K.4            Recognize change in breathing during moderate to vigorous activity</p> <p>PEL.2.K.5            Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance</p>	<p>PEL.2.1.3            Recognize the change in breathing, heart beat, and body temperature during moderate and vigorous activity</p> <p>PEL.2.1.4            Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance</p>	<p>PEL.2.2.3            Demonstrate how increasing the intensity of the activity increases the heartbeat</p> <p>PEL.2.2.4            Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance</p>	<p>PEL.2.3.4            Sustain aerobic activity for continuously longer periods of time while participating in chasing, fleeing, or traveling activities</p> <p>PEL.2.3.5            Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop cardio-respiratory endurance</p>	<p>PEL.2.4.4            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test)</p>

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 Standard 2: Health Related Fitness

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Body Composition</b>	<p><b>PEL.2.K.6</b> Understand that the body is composed of muscles and bones</p> <p><b>PEL.2.K.7</b> Understand that the body needs fuel to function (e.g., proper nutrition and water)</p>	<p><b>PEL.2.1.5</b> Understand that body mass is composed of muscles, bones, fluid, organs, and fat</p> <p><b>PEL.2.1.6</b> Understand that the body needs the right amount of fuel to function (e.g., serving sizes)</p>	<p><b>PEL.2.2.5</b> Understand that body mass can be measured by the <i>Body Mass Index (BMI)</i></p> <p><b>PEL.2.2.6</b> Understand the relationship between the amount of food ingested, energy expended, and fat stored</p>	<p><b>PEL.2.3.6</b> Understand that the <i>Body Mass Index (BMI)</i> is a screening tool using height and weight measurement</p> <p><b>PEL.2.3.7</b> Understand that calories determine the amount of energy the body can expend for various physical activities</p>	<p><b>PEL.2.4.5</b> Understand that the <i>Body Mass Index (BMI)</i> is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth</p> <p><b>PEL.2.4.6</b> Understand the meaning of body metabolism:           <ul style="list-style-type: none"> <li>• at rest</li> <li>• during activity</li> </ul> </p> <p><b>PEL.2.4.7</b> Recognize that body functions are unique and each person requires similar nutrients but in different amounts</p>

Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Body composition</i>	PEL.2.K.8 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., body mass index ( <i>BMI</i> ), body fat percentage, waist-hip ratio, skin fold assessment)	PEL.2.1.7 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., body mass index ( <i>BMI</i> ), body fat percentage, waist-hip ratio, skin fold assessment)	PEL.2.2.7 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., body mass index ( <i>BMI</i> ), body fat percentage, waist-hip ratio, skin fold assessment)	PEL.2.3.8 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., body mass index ( <i>BMI</i> ), body fat percentage, waist-hip ratio, skin fold assessment)	PEL.2.4.8 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., body mass index ( <i>BMI</i> ), body fat percentage, waist-hip ratio, skin fold assessment)

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 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Flexibility</i>	<p>PEL.2.K.9 Recognize that the body is capable of a wide range of movement (e.g., bending, stretching, twisting)</p> <p>PEL.2.K.10 Practice stretching techniques to improve range of motion (e.g., reverse hurdle stretch, shoulder stretch)</p>	<p>PEL.2.1.8 Demonstrate that safe stretches are held for a short period of time without bouncing (e.g., teacher led stretches for 10 seconds)</p> <p>PEL.2.1.9 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver, sit and reach, trunk lift, shoulder stretch)</p>	<p>PEL.2.2.8 Perform a proper stretch safely for a minimum of 10 to 20 seconds</p> <p>PEL.2.2.9 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver, sit and reach, trunk lift, shoulder stretch)</p>	<p>PEL.2.3.9 Perform a variety of <i>flexibility</i> exercises correctly</p> <p>PEL.2.3.10 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver, sit and reach, trunk lift, shoulder stretch)</p>	<p>PEL.2.4.9 Explain the consequences of poor <i>flexibility</i> on the ability to perform various activities</p> <p>PEL.2.4.10 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver, sit and reach, trunk lift, shoulder stretch)</p>

Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Muscular strength	<p>PEL.2.K.11 Explore strength building activities (e.g., animal walk, scooter activities, push up and hold)</p> <p>PEL.2.K.12 Practice specific strength building activities (e.g., pull-ups, push-ups, modified push-ups)</p>	<p>PEL.2.1.10 Discuss benefits related to muscular strength (e.g., good posture, strong arms, strong legs, endurance)</p> <p>PEL.2.1.11 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength)</p>	<p>PEL.2.2.10 Demonstrate how muscular strength plays a role in developing strong, healthy bones and muscles (e.g., puppy dog walk, elephant walk, seal walk)</p> <p>PEL.2.2.11 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength)</p>	<p>PEL.2.3.11 Recognize physical activities that make the muscles work harder (e.g., sit-ups, push-ups)</p> <p>PEL.2.3.12 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength)</p>	<p>PEL.2.4.11 Understand the number of days per week one should perform muscular strength activities</p> <p>PEL.2.4.12 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g. push-ups, modified push-ups, pull-ups, bicep strength, grip strength)</p>



Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Muscular Endurance	<p>PEL.2.K.13 Participate in moderate to vigorous physical activity</p> <p>PEL.2.K.14 Practice appropriate activities to improve muscular endurance (e.g., curl-ups, partial curl-ups)</p>	<p>PEL.2.1.12 Discuss benefits related to muscular endurance</p> <p>PEL.2.1.13 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, partial curl-ups)</p>	<p>PEL.2.2.12 Demonstrate how muscular endurance plays a role in health-related fitness</p> <p>PEL.2.2.13 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, partial curl-ups)</p>	<p>PEL.2.3.13 Recognize activities that make the muscles work continuously</p> <p>PEL.2.3.14 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, partial curl-ups)</p>	<p>PEL.2.4.13 Understand the number of days per week muscular endurance activities should be performed for improvement</p> <p>PEL.2.4.14 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, partial curl-ups)</p>

Strand: Physical Education and Leisure

Standard 3: Lifetime Sports and Recreation

Students shall demonstrate an understanding of the importance and health benefits of participating in lifetime sports and recreation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Health benefits	<p>PEL.3.K.1 Understand that exercise takes place during active play to build a healthy heart and lungs</p>	<p>PEL.3.1.1 Recognize health benefits of active play:</p> <ul style="list-style-type: none"> <li>• strong muscles</li> <li>• oxygen to the brain</li> <li>• sense of well being</li> </ul>	<p>PEL.3.2.1 Discuss how the activity of the day relates to a healthy life-style</p>	<p>PEL.3.3.1 Participate in class discussion about health related fitness activities as they relate to cardio-respiratory endurance</p>	<p>PEL.3.4.1 Categorize physical activities into health benefits (e.g., crabwalk improves strength, chasing and fleeing games improve cardio-respiratory)</p>
Life-time sports and recreation			<p>PEL.3.2.2 Know that there are a variety of sports and games</p> <p>PEL.3.2.3 Explain that skill <i>competency</i> leads to enjoyment of physical activity</p>	<p>PEL.3.3.2 Compare and contrast sports/games that promote healthy living</p> <p>PEL.3.3.3 Understand that recreation is a form of relaxation</p>	<p>PEL.3.4.2 Discuss opportunities for individual, dual, and team participation</p> <p>PEL.3.4.3 Identify recreational activities</p>
Academic integration	<p>PEL.3.K.2 Know that the body and brain need activity for optimal function</p> <ul style="list-style-type: none"> <li>• oxygen to the brain</li> <li>• ability to focus</li> </ul>	<p>PEL.3.1.2 Understand that rhyme, <i>rhythm</i>, and repetition are reading readiness skills (e.g., spelling words while exercising, skip count while moving)</p>	<p>PEL.3.2.4 Use movement to improve cognitive responses (e.g., count by two's or three's while jumping rope, movement sentences)</p>	<p>PEL.3.3.4 Understand that aerobic exercise results in a faster cognitive response (e.g., estimation, steps and distance, multiplication)</p>	<p>PEL.3.4.4 Understand that cross-lateralization (crossing the mid-line) integrates and energizes the brain to enhance learning (e.g., gravity force trajectory, spin as related to ball-handling skills)</p>

Strand: Physical Education and Leisure

Standard 4: Personal and Social Behavior

Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Personal Behavior</b>	<p>PEL.4.K.1 Participate continuously when not successful on the first try</p> <p>PEL.4.K.2 Use equipment within personal space safely and properly</p>	<p>PEL.4.1.1 Exhibit both verbal and nonverbal indicators of enjoyment</p> <p>PEL.4.1.2 Share equipment with a partner or group</p>	<p>PEL.4.2.1 Identify several activities that are enjoyable</p> <p>PEL.4.2.2 Comply positively with rules and procedures of structured games</p>	<p>PEL.4.3.1 Express personal feelings on progress made while learning a new skill</p> <p>PEL.4.3.2 Demonstrate behaviors that communicate care, consideration, and respect of self and others</p>	<p>PEL.4.4.1 Choose responsible decisions according to the rules and boundaries associated with physical activities</p> <p>PEL.4.4.2 Exhibit responsible and respectful behavior in different social situations (e.g., being a "good" loser and being a "humble" winner)</p>
<b>Social Behavior</b>	<p>PEL.4.K.3 Understand enjoyment associated with cooperative play</p>	<p>PEL.4.1.3 Understand that sharing is an essential element for a productive climate in group settings</p>	<p>PEL.4.2.3 Cooperate with others to complete an assigned task</p>	<p>PEL.4.3.3 Demonstrate collaboration with others to accomplish a goal (e.g., problem solving activities, community project)</p>	<p>PEL.4.4.3 Exhibit teamwork skills in activity settings (e.g., team games, team building activities, parachute)</p>

Strand: Health and Wellness

Standard 5: Human Growth and Development

Students shall understand characteristics relating to growth and development.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Body Systems	<p>HW.5.K.1 Name and locate the following body parts:</p> <ul style="list-style-type: none"> <li>• heart</li> <li>• lungs</li> <li>• brain</li> <li>• stomach</li> <li>• muscles</li> <li>• bones</li> </ul>	<p>HW.5.1.1 Understand that a system consists of body parts working together</p>	<p>HW.5.2.1 Identify the basic functions of the following systems:</p> <ul style="list-style-type: none"> <li>• muscular</li> <li>• skeletal</li> <li>• nervous</li> </ul>	<p>HW.5.3.1 Identify the major functions of the following systems:</p> <ul style="list-style-type: none"> <li>• digestive</li> <li>• circulatory</li> <li>• respiratory</li> <li>• muscular</li> <li>• skeletal</li> <li>• nervous</li> </ul>	<p>HW.5.4.1 Identify the basic parts of the following systems:</p> <ul style="list-style-type: none"> <li>• digestive</li> <li>• circulatory</li> <li>• respiratory</li> <li>• muscular</li> <li>• skeletal</li> <li>• nervous</li> </ul>
Senses	<p>HW.5.K.2 Name and describe the five senses</p>	<p>HW.5.1.2 Discuss five senses and functions</p>	<p>HW.5.2.2 Demonstrate how senses are used by the body</p>	<p>HW.5.3.2 Understand how senses relate to <i>body systems</i></p>	<p>HW.5.4.2 Demonstrate how senses affect the body</p>
Growth	<p>HW.5.K.3 Understand and recognize different physical characteristics of an individual (e.g., height, weight, eye color)</p>	<p>HW.5.1.3 Describe the changes of the body that occur as a result of growth and development (e.g., height, loss of primary teeth)</p>	<p>HW.5.2.3 Identify and describe physical characteristics that are shared by self and family</p>	<p>HW.5.3.3 Identify and discuss ways heredity and environment affect human growth and development</p>	<p>HW.5.4.3 Identify and describe bodily changes that occur as a result of the aging process</p>

Strand: Health and Wellness

Standard 6: Disease Prevention

Students shall evaluate and exhibit behaviors that reduce risks of chronic and *communicable diseases*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Communicable and Non-Communicable Diseases</i>	HW.6.K.1 Define germ using a picture or a diagram	HW.6.1.1 Recognize the presence of germs and where they can be found	HW.6.2.1 Define disease	HW.6.3.1 Identify common <i>communicable diseases</i> (e.g., common cold, flu, strep throat, measles, mononucleosis)	HW.6.4.1 Identify causes of <i>communicable</i> and <i>non-communicable diseases</i> (e.g., <i>congenital</i> , lifestyle, environment)
	HW.6.K.2 Identify methods of protection from illness: <ul style="list-style-type: none"> <li>• wash hands</li> <li>• cover sneeze/cough</li> <li>• immunization (shots)</li> </ul>	HW.6.1.2 Describe ways to prevent the spread of germs and illness: <ul style="list-style-type: none"> <li>• wash hands</li> <li>• cover sneeze/cough</li> <li>• bathing</li> </ul>	HW.6.2.2 Recognize the difference between <i>communicable</i> and <i>non-communicable disease</i>	HW.6.2.3 List ways to prevent the spread of diseases: <ul style="list-style-type: none"> <li>• wash hands</li> <li>• immunization</li> <li>• not sharing items</li> </ul>	HW.6.3.2 Identify <i>non-communicable diseases</i> (e.g., asthma, heart disease, allergies)
				HW.6.3.4 Identify types of parasites that infect the body (e.g., lice, ticks, mosquitoes)	HW.6.4.2 Explain the importance of <i>prevention</i> or early detection and treatment of diseases
					HW.6.4.3 Explain how parasites infect the body

Strand: Health and Wellness

Standard 7: Community Health and Promotion

Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and *environmental health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Health Information, Services and Products	HW.7.K.1 Identify <i>community health</i> services: <ul style="list-style-type: none"> <li>• doctor</li> <li>• dentist</li> <li>• community health department</li> </ul>	HW.7.1.1 Discuss <i>community health</i> services	HW.7.2.1 Define what it means to be a consumer  HW.7.2.2 Describe <i>community health</i> services used by families	HW.7.3.1 Identify health care workers in schools and communities	HW.7.4.1 Locate resources that provide health information concerning <i>consumer health</i> issues and services
Environment and <i>Community Health</i>	HW.7.K.2 Define pollution using a picture or a diagram  HW.7.K.3 Define community using a picture or a diagram	HW.7.1.2 Identify types of pollution	HW.7.2.3 Identify sources of pollution	HW.7.3.2 Describe ways to promote a healthy environment: <ul style="list-style-type: none"> <li>• recycle</li> <li>• reduce</li> <li>• reuse</li> </ul>	HW.7.4.2 Identify roles and responsibilities of school and communities to promote a healthy environment
Media and Technology				HW.7.3.3 Examine how media/advertising influences personal health: <ul style="list-style-type: none"> <li>• thoughts</li> <li>• feelings</li> <li>• health behaviors</li> </ul>	HW.7.4.3 Discuss the messages of media sources that contribute to health information

Strand: Health and Wellness

Standard 8: Healthy Life Skills and Relationships

Students shall demonstrate the ability to use decision-making, goal-setting and interpersonal communication skills.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Decision Making/Goal Setting	HW.8.K.1 Identify positive and negative ways to get attention	HW.8.1.1 Understand consequences of choices	HW.8.2.1 Describe individual rules and predict consequences of choices	HW.8.3.1 Examine and explain general societal rules and predict consequences of choices (e.g., character education)	HW.8.4.1 Compare and contrast consequences of various choices
	HW.8.K.2 Recognize personal and shared space	HW.8.1.2 Identify the benefits of healthy relationships	HW.8.2.2 Respond appropriately to compliments, criticism, teasing, and bullying  HW.8.2.3 Discuss friendship and practice conflict strategies	HW.8.3.2 Practice various ways in which to resolve conflict using positive behavior  HW.8.3.3 Identify and use strategies to demonstrate care, consideration, and respect for self and others	HW.8.4.2 Apply strategies that demonstrate care, consideration, and respect for others

Strand: Health and Wellness

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Students shall demonstrate the ability to use decision-making, goal-setting, and interpersonal communication skills.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Interpersonal Relationships	<p>HW.8.K.3 Identify characteristics that make a good friend</p> <p>HW.8.K.4 Recognize ways to communicate (e.g., speaking, body language, writing)</p>	<p>HW.8.1.3 Discuss the qualities of friendship</p> <p>HW.8.1.4 Discuss methods of communication with friends and family</p>	<p>HW.8.2.4 Differentiate between positive and negative factors that determine friendship</p> <p>HW.8.2.5 Demonstrate methods of communication for specific situations</p>	<p>HW.8.3.4 Develop skills that promote positive conflict resolution</p> <p>HW.8.3.5 Identify verbal and nonverbal methods of communication</p>	<p>HW.8.4.3 Apply skills that promote positive conflict resolution (e.g., role play)</p> <p>HW.8.4.4 Apply verbal and nonverbal <i>communication skills</i> in different types of relationships:</p> <ul style="list-style-type: none"> <li>• friendship</li> <li>• family</li> <li>• romantic</li> </ul>



Strand: Health and Wellness

Standard 9: Alcohol, Tobacco, and Other Drugs

Students shall demonstrate the ability to use *drug* knowledge and decision-making skills to address the use and abuse of medications, alcohol, tobacco, and other *drugs*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Medicine	HW.9.K.1 Identify common medicines	HW.9.1.1 Know that medicines are <i>drugs</i> and can be harmful or helpful	HW.9.2.1 Understand appropriate uses of medicines	HW.9.3.1 Identify <i>prescription</i> and over-the-counter medicine	HW.9.4.1 List and describe appropriate uses for prescription and over-the-counter medicines
	HW.9.K.2 Name basic rules for taking medicine	HW.9.1.2 Discuss safe use of medicine	HW.9.2.2 Describe rules for taking medicine safely	HW.9.3.2 Discuss safe procedures for using prescription and over-the-counter medicine	HW.9.4.2 Explain why following directions is important when using medicines
	HW.9.K.3 Identify reliable adults to dispense medicines	HW.9.1.3 Discuss the dispensing of medicines with a reliable adult	HW.9.2.3 Understand why it is important for a reliable adult to dispense medicine		

Strand: Health and Wellness

Standard 9: Alcohol, Tobacco, and Other Drugs

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Tobacco	<p>HW.9.K.4 Recognize types of tobacco products</p> <p>HW.9.K.5 Tell the effects of tobacco products on the body (e.g., bad breath, yellow teeth)</p>	<p>HW.9.1.4 Name forms of tobacco:</p> <ul style="list-style-type: none"> <li>• cigarettes</li> <li>• cigars</li> <li>• pipes</li> <li>• smokeless tobacco</li> </ul> <p>HW.9.1.5 Identify how tobacco products are harmful to health:</p> <ul style="list-style-type: none"> <li>• breathing</li> <li>• diseases</li> <li>• stained teeth</li> </ul>	<p>HW.9.2.4 Identify products that contain tobacco</p> <p>HW.9.2.5 Describe the effects of tobacco use on the body and environment:</p> <ul style="list-style-type: none"> <li>• side-stream and second-hand smoke</li> <li>• diseases</li> </ul>	<p>HW.9.3.3 Determine the harmful chemicals found in tobacco products</p> <p>HW.9.3.4 Recognize that tobacco products can be physically and psychologically addictive</p> <p>HW.9.3.5 Demonstrate a commitment not to use tobacco</p> <p>HW.9.3.6 Recognize ways to avoid tobacco use (e.g., say "NO", ignore, walk away, a better idea)</p> <p>HW.9.3.7 Identify the legal age to purchase tobacco products</p>	<p>HW.9.4.3 Discuss the harmful chemicals found in tobacco products</p> <p>HW.9.4.4 Identify and examine consequences of the use of tobacco</p> <p>HW.9.4.5 Identify the legal age to purchase tobacco products</p>

Strand: Health and Wellness

Standard 9: Alcohol, Tobacco, and Other Drugs

Students shall demonstrate the ability to use *drug* knowledge and decision-making skills to address the use and abuse of medications, alcohol, tobacco, and other *drugs*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Alcohol	HW.9.K.6 Recognize that alcohol is a <i>drug</i>	HW.9.1.6 Recognize that alcoholic beverages are unhealthy and illegal for children	HW.9.2.6 Discuss products that contain alcohol (e.g., beer, wine)  HW.9.2.7 Identify physical consequences of the overuse of alcoholic beverages (e.g., blurred vision, lack of coordination, slow reaction time, addiction)	HW.9.3.8 Recognize addiction as both a physical and psychological consequence of alcohol use	HW.9.4.6 Describe the long term effects (e.g., liver damage) and short term effects (e.g., loss of body control) of alcohol use  HW.9.4.7 Identify and examine physical, psychological, and social consequences of alcohol use
Other <i>Drugs</i>	HW.9.K.7 Recognize that some <i>drugs</i> are illegal	HW.9.1.7 Understand that some <i>drugs</i> are illegal	HW.9.2.8 Distinguish between legal and illegal <i>drugs</i>	HW.9.3.9 Identify illegal <i>drugs</i> (e.g., marijuana, methamphetamine, inhalants)	HW.9.4.8 Identify illegal <i>drugs</i> (e.g., marijuana, methamphetamine, cocaine/crack)
<i>Refusal Skills</i>	HW.9.K.8 Discuss what <i>refusal skills</i> are	HW.9.1.8 Identify ways to say "NO"	HW.9.2.9 Respond to scenarios using a variety of <i>refusal skills</i>	HW.9.3.10 Demonstrate the <i>refusal skills</i> in various situations	HW.9.4.9 Model appropriate ways to respond to unhealthy situations (e.g., say "NO", ignore, walk away)

Strand: Health and Wellness

Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Personal Health	HW.10.K.1 Recognize and verbalize emotions and feelings (e.g., happy, sad, excited, afraid, surprised, angry, embarrassed, proud)	HW.10.1.1 Identify personal feelings and acceptable behaviors	HW.10.2.1 Identify feelings and situations that trigger certain emotions	HW.10.3.1 Identify <i>unhealthy behaviors</i> that express certain emotions and develop skills to cope effectively	HW.10.4.1 Demonstrate the ability to monitor personal feelings and behaviors
	HW.10.K.2 Identify good and bad choices for coping	HW.10.1.2 Identify coping skills to manage emotions (e.g., count to ten when angry)	HW.10.2.2 Practice coping skills		
	HW.10.K.3 Name trusted adults to notify for help	HW.10.1.3 Identify trusted adults to notify for help	HW.10.2.3 Discuss stress and identify stressful situations	HW.10.3.2 Identify personal stressors and list positive ways to manage stress	HW.10.4.2 List ways to manage different kinds of stress

Strand: Health and Wellness

Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Personal <i>Hygiene</i>	HW.10.K.4 Understand the concept of grooming and cleanliness	HW.10.1.4 Identify good personal grooming habits	HW.10.2.4 Describe good habits of personal grooming and cleanliness	HW.10.3.3 List ways to improve or maintain overall <i>hygiene</i>	HW.10.4.3 Demonstrate personal <i>hygiene</i> practices that support <i>wellness</i>
Oral Health	HW.10.K.5 Explain why teeth are important: <ul style="list-style-type: none"> <li>• eating</li> <li>• chewing</li> <li>• smiling</li> <li>• talking</li> </ul>	HW.10.1.5 Discuss the results of having healthy teeth: <ul style="list-style-type: none"> <li>• eating is easier</li> <li>• nicer smile</li> <li>• talking is easier</li> </ul>	HW.10.2.5 Examine evidence of things that keep teeth from being healthy: <ul style="list-style-type: none"> <li>• <i>plaque</i></li> <li>• bacteria</li> <li>• sugary foods</li> </ul>	HW.10.3.4 Know what causes tooth decay and how to prevent cavities  HW.10.3.5 List types of sugary foods: <ul style="list-style-type: none"> <li>• sticky</li> <li>• hard</li> <li>• liquid/sodas</li> </ul>	HW.10.4.4 Explain the importance of preventing tooth decay  HW.10.4.5 Understand the relationship between sugar, bacteria, and acid production (eg., sugar + bacteria = acid; acid + tooth = decay)

Strand: Health and Wellness

Standard 10: Personal Health and Safety

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Oral Health	<p>HW.10.K.6 Describe ways to clean teeth:</p> <ul style="list-style-type: none"> <li>brushing</li> <li>flossing</li> </ul>	<p>HW.10.1.6 Recognize positive and negative oral health habits:</p> <ul style="list-style-type: none"> <li>positive (e.g., brushing teeth, flossing teeth, choosing healthy snacks)</li> <li>negative (e.g., thumb sucking, nail biting)</li> </ul>	<p>HW.10.2.6 Explain positive oral health habits:</p> <ul style="list-style-type: none"> <li>brushing with proper tooth brush</li> <li>flossing</li> <li>using fluoride toothpaste</li> <li>having regular dental checkups</li> <li>using dental sealant</li> </ul>	<p>HW.10.3.6 Name and discuss practices for maintaining healthy teeth:</p> <ul style="list-style-type: none"> <li>brush twice a day</li> <li>floss every day</li> <li>eat nutritious foods</li> </ul>	<p>HW.10.4.6 Identify ways to protect teeth:</p> <ul style="list-style-type: none"> <li>wear a mouth guard when playing sports</li> <li>avoid chewing pencils or similar objects</li> <li>avoid smoking or using smokeless tobacco</li> <li>avoid using teeth for tools</li> <li>use dental sealants</li> <li>use fluoride toothpaste</li> </ul>
	<p>HW.10.K.7 Know the difference between primary teeth and permanent teeth</p>	<p>HW.10.1.7 Identify primary and permanent teeth</p>	<p>HW.10.2.7 Identify the structure of a tooth</p>	<p>HW.10.3.7 Describe the structure of the mouth and teeth (i.e., canines, molars, gums)</p>	
	<p>HW.10.K.8 Discuss the role of the dentist and dental hygienist</p>	<p>HW.10.1.8 Know the importance of dental checkups</p>	<p>HW.10.2.8 Recognize general procedures during dental checkup</p>		

Strand: Health and Wellness

Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Safety</b>	<p><b>HW.10.K.9</b> Recognize traffic safety rules for the following:</p> <ul style="list-style-type: none"> <li>• crossing streets</li> <li>• seat belts</li> <li>• helmets</li> <li>• riding a bicycle</li> <li>• signs and signals</li> </ul> <p>HW.10.K.10 Discuss the following safety rules for the following:</p> <ul style="list-style-type: none"> <li>• playground</li> <li>• bus</li> <li>• classroom</li> <li>• tornado drills</li> <li>• earthquake drills</li> <li>• fire drills</li> <li>• dangerous objects and weapons (e.g., broken glass, needles, blood, spit)</li> <li>• food consumption</li> </ul>	<p><b>HW.10.1.9</b> Know and apply traffic safety rules for the following:</p> <ul style="list-style-type: none"> <li>• crossing streets</li> <li>• seat belts</li> <li>• helmets</li> <li>• riding a bicycle</li> <li>• signs and signals</li> </ul> <p>HW.10.1.10 Identify and practice school safety rules for the following:</p> <ul style="list-style-type: none"> <li>• playground</li> <li>• bus</li> <li>• classroom</li> <li>• tornado drills</li> <li>• earthquake drills</li> <li>• fire drills</li> <li>• dangerous objects and weapons (e.g., broken glass, needles, body fluids)</li> <li>• food consumption</li> </ul>	<p><b>HW.10.2.9</b> Demonstrate traffic safety rules for the following:</p> <ul style="list-style-type: none"> <li>• crossing streets</li> <li>• seat belts</li> <li>• helmets</li> <li>• riding a bicycle</li> <li>• signs and signals</li> </ul> <p>HW.10.2.10 Model school safety rules for the following:</p> <ul style="list-style-type: none"> <li>• playground</li> <li>• bus</li> <li>• classroom</li> <li>• tornado drills</li> <li>• earthquake drills</li> <li>• fire drills</li> <li>• dangerous objects and weapons (e.g., broken glass, needles, body fluids)</li> <li>• food consumption</li> </ul>	<p><b>HW.10.3.8</b> Demonstrate knowledge to adhere to traffic safety rules</p> <p>HW.10.3.9 Practice school safety procedures</p>	<p><b>HW.10.4.7</b> Analyze the importance of traffic safety rules</p> <p>HW.10.4.8 Apply school safety rules that will prevent injury, accidents, or food poisoning in specific situations</p>

Strand: Health and Wellness

Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Safety	HW.10.K.11 Demonstrate how to get help in an emergency	HW.10.1.11 Recognize procedures for obtaining emergency assistance and information (e.g., fire and police department, poison control, ambulance, 911)	HW.10.2.11 Discuss procedures for obtaining emergency assistance and information (e.g., fire and police department, poison control, ambulance, 911)	HW.10.3.10 Demonstrate the ability to respond to emergency situations	HW.10.4.9 Formulate safety plans for emergencies that occur in the home and/or school



Strand: Health and Wellness

Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Safety	HW.10.K.12 Identify warning signs, sounds, and labels	HW.10.1.12 Discuss ways to respond appropriately to emergency situations: <ul style="list-style-type: none"> <li>• fire</li> <li>• bicycle</li> <li>• water</li> <li>• boating</li> <li>• car</li> <li>• gun</li> <li>• weather</li> <li>• food poisoning</li> </ul>	HW.10.2.12 Demonstrate the ability to recognize dangerous situations: <ul style="list-style-type: none"> <li>• water</li> <li>• roads</li> <li>• outdoor</li> <li>• animal</li> <li>• strangers</li> <li>• food contamination</li> </ul>	HW.10.3.11 Identify basic first aid skills (e.g., mild burns, choking, nosebleeds)	HW.10.4.10 Distinguish between emergency and non-emergency situations
	HW.10.K.13 Demonstrate Stop, Drop, and Roll when clothing is on fire	HW.10.1.13 Demonstrate Stop, Drop, and Roll when clothing is on fire	HW.10.2.13 Demonstrate Stop, Drop, and Roll when clothing is on fire	HW.10.3.12 Demonstrate Stop, Drop, and Roll when clothing is on fire	HW.10.4.11 Demonstrate Stop, Drop, and Roll when clothing is on fire

Strand: Health and Wellness

Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Violence</b>	<p><b>HW.10.K.14</b> Practice safety rules pertaining to threatening strangers:</p> <ul style="list-style-type: none"> <li>shout, kick or scream</li> <li>tell an adult</li> <li>avoid stranger's vehicle</li> </ul> <p><b>HW.10.K.15</b> Identify sources to report abuse, harassment, violence, and injury (e.g. teacher, nurses, counselor, minister, parents, coaches, etc.)</p>	<p><b>HW.10.1.14</b> Describe the difference between appropriate and inappropriate touch</p> <p><b>HW.10.1.15</b> Identify sources to report abuse, harassment, violence, and injury</p>	<p><b>HW.10.2.14</b> Differentiate and describe physical, mental, and verbal abuse</p> <p><b>HW.10.2.15</b> Identify sources to report abuse, harassment, violence, and injury</p>	<p><b>HW.10.3.13</b> Define, discuss and practice <i>refusal skills</i></p> <p><b>HW.10.3.14</b> Identify sources to report abuse, harassment, violence, and injury</p>	<p><b>HW.10.4.12</b> Identify abuse and assault as a form of violence</p> <p><b>HW.10.4.13</b> Identify sources to report abuse, harassment, violence, and injury</p>

Strand: Health and Wellness  
 Standard 11: Nutrition

Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Healthy Eating Habits	HW.11.K.1 Identify healthy snacks	HW.11.1.1 Illustrate a healthy snack from each food group (e.g., role play, drawing, cut and paste)	HW.11.2.1 Choose a healthy snack from each food group	HW.11.3.1 Plan a healthy snack using MyPyramid Guidelines ( <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> )	HW.11.4.1 Plan healthy meals and snacks using MyPyramid Guidelines ( <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> )
	HW.11.K.2 Tell the importance of choosing healthy foods	HW.11.1.2 Discuss factors that influence food choices	HW.11.2.2 Identify factors that influence food choices	HW.11.3.2 Define healthy weight and the factors that affect a person's weight: <ul style="list-style-type: none"> <li>• age</li> <li>• gender</li> <li>• height</li> <li>• family</li> <li>• society</li> <li>• activity level</li> <li>• illness</li> </ul>	HW.11.4.2 Explain the relationship among food intake, physical activity, and weight management (e.g., explain how caloric intake impacts exercise and how exercise affects caloric output)
				HW.11.3.3 Identify food choices that promote health and help prevent disease	HW.11.4.3 Record in a food diary healthy and unhealthy choices

Strand: Health and Wellness  
 Standard 11: Nutrition

Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Food and Nutrition	HW.11.K.3 Tell the sources of different foods: <ul style="list-style-type: none"> <li>• plants</li> <li>• animals</li> </ul>	HW.11.1.3 Recognize that there are different kinds of nutrients: <ul style="list-style-type: none"> <li>• carbohydrates</li> <li>• protein</li> <li>• fats</li> <li>• vitamins</li> <li>• minerals</li> <li>• water</li> </ul>	HW.11.2.3 Identify the major nutrients: <ul style="list-style-type: none"> <li>• carbohydrates</li> <li>• protein</li> <li>• fats</li> <li>• vitamins</li> <li>• minerals</li> <li>• water</li> </ul> HW.11.2.4 Recognize that foods and drinks have a Nutrition Facts Label	HW.11.3.4 Discuss the major nutrients and explain how the body uses them  HW.11.3.5 List a food source for each of the major nutrients  HW.11.3.6 Describe why the body needs water: <ul style="list-style-type: none"> <li>• identify sources</li> <li>• recommended daily amount</li> <li>• adequate hydration</li> </ul> HW.11.3.7 Identify the information provided on the Nutrition Facts Label	HW.11.4.4 Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)  HW.11.4.5 Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)

Strand: Health and Wellness  
 Standard 11: Nutrition

Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Food and Nutrition	HW.11.K.4 Explore MyPyramid by recognizing that foods are categorized into groups [refer to <a href="http://www.MyPyramid.gov">www.MyPyramid.gov</a> for kids]	HW.11.1.4 Place foods in the appropriate groups using MyPyramid guide	HW.11.2.5 Identify the serving sizes and number of daily servings needed from each food group using MyPyramid guide (e.g., five a day for fruits and vegetables, three a day for dairy)	HW.11.3.7 Describe the relationship between serving size and servings per container  HW.11.3.8 Demonstrate how to use the MyPyramid Guide to make healthy choice: <ul style="list-style-type: none"> <li>• follow recommended servings</li> <li>• define a single serving from each food groups</li> </ul>	HW.11.4.6 Identify the important nutrients in each of the food groups of the MyPyramid guide

Strand: Physical Education and Leisure

Standard 1: Motor Skills and Movement

Students shall demonstrate competency in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Body Awareness</i>	PEL.1.5.1 Demonstrate and describe how the muscular and skeletal systems interact during movement activities (e.g., proper lifting techniques, throwing or catching activities)	PEL.1.6.1 Analyze and differentiate basic musculoskeletal techniques necessary to participate in selected movement forms (e.g., correct musculoskeletal errors while performing stretching, yoga, modified weightlifting, etc.)	PEL.1.7.1 Execute more advanced musculoskeletal techniques of movement necessary to perform a variety of activities (e.g., posture, stretching, yoga, modified weightlifting, tennis and golf swings, archery, etc.)	PEL.1.8.1 Evaluate and correct errors of advanced musculoskeletal techniques of movement in a variety of activities (e.g., using video analysis, peer coaching, or observation with a variety of movements such as tennis swings, golf swings, running, shooting a basketball, throwing, etc.)
<i>Spatial Awareness</i>	PEL.1.5.2 Apply <i>spatial awareness</i> to lead-up game situations (e.g., area coverage in a variety of games such as 3 on 3 basketball)	PEL.1.6.2 Examine <i>spatial awareness</i> when performing two or more elements of individual, dual, team, and lifetime sports (e.g., appropriate spacing during activities such as flag football, soccer)	PEL.1.7.2 Develop <i>spatial awareness</i> when performing a variety of physical activities (e.g., scooters, soccer, speedball, volleyball, etc.)	PEL.1.8.2 Assess position with relationship to participants and boundaries in a variety of sports (e.g., front line in volleyball, service line in tennis, create a strategy plan for a team in an activity)
<i>Balance and Weight Bearing Activities</i>	PEL.1.5.3 Use sequences that combine rolling, balance, and <i>weight transfer</i> (e.g., tumbling, floor exercises, yoga)	PEL.1.6.3 Develop and refine the sequences of rolling, balance, and <i>weight transfer</i> demonstrating smooth transition (e.g., gymnastic sequences, aerobic dance)		

Strand: Physical Education and Leisure

Standard 1: Motor Skills and Movement

Students shall demonstrate competency in motor skills and understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Rhythm and Dance</i>	PEL.1.5.4 Perform simple dances in time to music (e.g., square dances, line dances, “cha-cha”, etc.)	PEL.1.6.4 Appraise and perform a variety of social and/or multi cultural dances (e.g., simple folk dances, square dances, line dances, waltzes, etc.)	PEL.1.7.3 Create alternative steps for established dance routines (e.g., “chicken dance”, “hand jive”, “cotton-eyed Joe”, “electric slide”, “cha-cha slide”, “line dance”)	PEL.1.8.3 Devise and perform specialized dance routines
<i>Manipulative Skills</i>	PEL.1.5.5 Demonstrate mature motor skills in <i>lead-up games</i> situations: <ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> <li>• dribbling (feet)</li> <li>• dribbling (hands)</li> <li>• kicking</li> <li>• striking</li> <li>• volleying</li> </ul>	PEL.1.6.5 Use developed movement and motor skills to perform the following: <ul style="list-style-type: none"> <li>• individual activities</li> <li>• dual activities</li> <li>• team activities</li> <li>• recreational activities</li> </ul>	PEL.1.7.4 Assess movement concepts and principles of motor skills to develop fundamental skills in the following: <ul style="list-style-type: none"> <li>• individual activities</li> <li>• dual activities</li> <li>• team activities</li> <li>• recreational activities</li> </ul>	PEL.1.8.4 Refine movement concepts and principles of motor skills to perform the following: <ul style="list-style-type: none"> <li>• individual activities</li> <li>• dual activities</li> <li>• team activities</li> <li>• recreational activities</li> </ul>
<i>Knowledge and Strategies</i>	PEL.1.5.6 Apply appropriate rules and plans to improve performance in individual, dual, team, and recreational sports and activities	PEL.1.6.6 Implement necessary rules and strategies for competition in individual, dual, team, and recreational sports and activities	PEL.1.7.5 Choose an individual, dual, team, and recreational activity and use the necessary rules and strategies to participate	PEL.1.8.5 Evaluate the benefits of individual, dual, team, and recreational sports and activities to create participation opportunities (e.g., personal journal)

Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Cardio-respiratory endurance	<p><b>PEL.2.5.1</b> Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate)</p> <p><b>PEL.2.5.2</b> Understand the <i>FITT</i> principle as it relates to <i>cardio-respiratory</i> endurance:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p><b>PEL.2.5.3</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>cardio-respiratory</i> endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)</p>	<p><b>PEL.2.6.1</b> Understand that heart rate is directly proportional to the intensity of activity</p> <p><b>PEL.2.6.2</b> Apply safe practices of the <i>FITT</i> principle as it relates to <i>cardio-respiratory</i> endurance:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p><b>PEL.2.6.3</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>cardio-respiratory</i> endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)</p>	<p><b>PEL.2.7.1</b> Evaluate individual cardio-respiratory endurance (e.g., mile walk, mile run, pacer test, target heart rate, pedometer)</p> <p><b>PEL.2.7.2</b> Develop and follow a personal fitness plan that integrates the <i>FITT</i> principle:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p><b>PEL.2.7.3</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>cardio-respiratory</i> endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)</p>	<p><b>PEL.2.8.1</b> Evaluate the benefits resulting from participation in a cardio-respiratory endurance activity</p> <p><b>PEL.2.8.2</b> Apply the five principles of training using the <i>FITT</i> guidelines to develop a personal fitness plan to improve cardio-respiratory endurance:</p> <ul style="list-style-type: none"> <li>• overload</li> <li>• progression</li> <li>• specificity</li> <li>• regularity</li> <li>• individuality</li> </ul> <p><b>PEL.2.8.3</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>cardio-respiratory</i> endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)</p>



Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Body Composition</i>	<p>PEL.2.5.4            Identify metabolic factors contributing to <i>body composition</i> (e.g., heredity, caloric intake, caloric expenditure, life patterns, environment)</p> <p>PEL.2.5.5            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., <i>body mass index (BMI)</i>, body fat percentage, waist-hip ratio, skin fold assessment)</p>	<p>PEL.2.6.4            Compare caloric intake versus caloric expenditure to promote a proper level of fitness (e.g., daily food log, caloric intake calculator, caloric expenditure calculator)</p> <p>PEL.2.6.5            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., <i>body mass index (BMI)</i>, body fat percentage, waist-hip ratio, skin fold assessment)</p>	<p>PEL.2.7.4            Evaluate individual <i>body composition</i> (e.g., skin fold, BMI)</p> <p>PEL.2.7.5            Develop and use physical activities to improve <i>body composition</i> (e.g., walking, jogging, aerobics, relays, calisthenics)</p> <p>PEL.2.7.6            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., <i>body mass index (BMI)</i>, body fat percentage, waist-hip ratio, skin fold assessment)</p>	<p>PEL.2.8.4            Choose personal goals that affect <i>body composition</i> in nutrition and exercise:</p> <ul style="list-style-type: none"> <li>• nutrition</li> <li>• exercise</li> <li>• physical activity</li> </ul> <p>PEL.2.8.5            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>body composition</i> (e.g., <i>body mass index (BMI)</i>, body fat percentage, waist-hip ratio, skin fold assessment)</p>

Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Muscular Strength	<p>PEL.2.5.6            Identify short-term and long-term goals related to muscular strength (e.g., individual goals, test results)</p> <p>PEL.2.5.7            Understand the <i>FITT</i> principle as it relates to muscular strength:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p>PEL.2.5.8            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)</p>	<p>PEL.2.6.6            Explore muscular strength building activities guided by the teacher (e.g., lunges, wall sits, resistance bands)</p> <p>PEL.2.6.7            Apply safe practices of the <i>FITT</i> principle as it relates to muscular strength:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p>PEL.2.6.8            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)</p>	<p>PEL.2.7.7            Develop and follow a personal fitness plan using the <i>FITT</i> to improve muscular strength:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p>PEL.2.7.8            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)</p>	<p>PEL.2.8.6            Apply the five principles of training using <i>FITT</i> guidelines to develop a personal fitness plan to improve muscular strength:</p> <ul style="list-style-type: none"> <li>• overload</li> <li>• progression</li> <li>• specificity</li> <li>• regularity</li> <li>• individuality</li> </ul> <p>PEL.2.8.7            Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g., push-ups, modified push-ups, pull-ups, bicep strength, grip strength, flexed arm hang)</p>

Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Muscular Endurance	<p><b>PEL.2.5.9</b> Participate in high- intensity and low-intensity exercises</p> <p><b>PEL.2.5.10</b> Understand the <i>FITT</i> principle as it relates to muscular endurance:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p><b>PEL.2.5.11</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)</p>	<p><b>PEL.2.6.9</b> Evaluate benefits that result from muscular endurance</p> <p><b>PEL.2.6.10</b> Apply safe practices of the <i>FITT</i> principle as it relates to muscular endurance:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p><b>PEL.2.6.11</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)</p>	<p><b>PEL.2.7.9</b> Develop and follow a personal fitness plan to improve muscular endurance that integrates the <i>FITT</i> principle:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p><b>PEL.2.7.10</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)</p>	<p><b>PEL.2.8.8</b> Apply the five principles of training using <i>FITT</i> guidelines to develop a personal fitness plan to improve muscular endurance:</p> <ul style="list-style-type: none"> <li>• overload</li> <li>• progression</li> <li>• specificity</li> <li>• regularity</li> <li>• individuality</li> </ul> <p><b>PEL.2.8.9</b> Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)</p>

Strand: Physical Education and Leisure  
 Standard 2: Health Related Fitness

Students shall achieve and maintain a health-enhancing level of physical fitness.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Flexibility</i>	<p>PEL.2.5.12 Recognize the correlation between the stretch and the muscle group involved (e.g., toe-touch stretches, the hamstrings, and glutes)</p> <p>PEL.2.5.13 Understand the <i>FITT</i> principle as it relates to <i>flexibility</i>:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p>PEL.2.5.14 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)</p>	<p>PEL.2.6.12 Participate in exercises that can successfully build <i>flexibility</i> as a component of fitness</p> <p>PEL.2.6.13 Apply safe practices of the <i>FITT</i> principle as it relates to <i>flexibility</i>:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p>PEL.2.6.14 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)</p>	<p>PEL.2.7.11 Evaluate benefits that result from improved <i>flexibility</i></p> <p>PEL.2.7.12 Develop and follow a personal fitness plan to improve muscular endurance that integrates the <i>FITT</i> principle:</p> <ul style="list-style-type: none"> <li>• frequency</li> <li>• intensity</li> <li>• time</li> <li>• type</li> </ul> <p>PEL.2.7.13 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)</p>	<p>PEL.2.8.10 Apply the five principles of training using <i>FITT</i> guidelines to develop a personal fitness plan to improve muscular endurance:</p> <ul style="list-style-type: none"> <li>• overload</li> <li>• progression</li> <li>• specificity</li> <li>• regularity</li> <li>• individuality</li> </ul> <p>PEL.2.8.11 Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of <i>flexibility</i> (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)</p>

Strand: Physical Education and Leisure

Standard 3: Lifetime Sports and Recreation

Students shall demonstrate an understanding of the importance and health benefits of participating in lifetime sports and recreation.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Health Benefits	<p>PEL.3.5.1 Recognize the physical, mental, emotional benefits of participating in regular physical activity:</p> <ul style="list-style-type: none"> <li>• healthy heart</li> <li>• strong muscles</li> <li>• strong bones</li> <li>• healthy lungs</li> <li>• improved self-esteem</li> <li>• better sleep</li> <li>• sick less often</li> <li>• improved ability to focus and concentrate</li> <li>• healthy <i>body composition</i> (healthy weight)</li> </ul>	<p>PEL.3.6.1 Compare and contrast various levels of health related fitness (e.g., low resting heart rate vs. high resting heart rate, high body fat percentage vs. low body fat percentage, strong bones vs. osteoporosis)</p>	<p>PEL.3.7.1 Compare and contrast skill related fitness with health related fitness:</p> <ul style="list-style-type: none"> <li>• while participating in life-time sports and recreation</li> <li>• as an individual ages</li> </ul>	<p>PEL.3.8.1 Analyze the benefits of participating in regular physical activity to reduce <i>chronic disease</i> risks:</p> <ul style="list-style-type: none"> <li>• reduce blood lipids</li> <li>• lower blood pressure</li> <li>• improve weight loss</li> <li>• reduce stress</li> <li>• lessen colon cancer risk</li> <li>• lessen risk for diabetes</li> </ul>
Sports and Recreation	<p>PEL.3.5.2 Compare and contrast competitive and lifetime sports</p>	<p>PEL.3.6.2 Explore recreational activities in the community that meet the needs of various skill levels and interests</p>	<p>PEL.3.7.2 Discuss the role that sports and recreation play in career and social environments (e.g., golf, tennis, health clubs)</p>	<p>PEL.3.8.2 Investigate career opportunities available in the field of sports and recreation</p>
Academic Integration	<p>PEL.3.5.3 Understand that beat awareness and beat <i>competency</i> enhance the internal dialogue for better silent reading</p>	<p>PEL.3.6.3 Understand that movement facilitates cognition</p>	<p>PEL.3.7.3 Understand that physical activity forces oxygen and glucose to the brain at greater rates to feed the brain its needed nutrients</p>	<p>PEL.3.8.3 Understand that crossing the mid-line aids in the development of brain circuits needed for learning:</p> <ul style="list-style-type: none"> <li>• improves reading mechanics</li> <li>• improves symbolic recognition for decoding language</li> <li>• increases nerve connections</li> </ul>

Strand: Physical Education and Leisure

Standard 4: Personal and Social Skills

Students shall demonstrate responsible personal and social behaviors that respect self and others in physical activity settings.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Personal Behavior	<p><b>PEL.4.5.1</b> Make responsible decisions about using time, applying rules, and following through with decisions made (e.g., using time wisely, staying on task, staying in an appropriate area, deciding to walk away from an altercation, and avoiding conflict)</p> <p><b>PEL.4.5.2</b> Understand proper attitudes toward winning and losing (e.g., self-control and sportsmanship)</p>	<p><b>PEL.4.6.1</b> Understand the physical and <i>environmental</i> dangers associated with decisions made during different physical activities (e.g., standing too close to the batter, and terrain awareness)</p>	<p><b>PEL.4.7.1</b> Accept and respect the decisions made by game officials and other authority figures (e.g., official calls are accepted as final, no verbal or non-verbal contesting)</p> <p><b>PEL.4.7.2</b> Predict outcomes of dangerous behaviors during physical activities (e.g., discuss safety rules)</p>	<p><b>PEL.4.8.1</b> Develop an understanding and respect for the decisions made by classmates, game officials, and other authority figures (e.g., officiate a game, lead a team, captain a team, and coach a team)</p> <p><b>PEL.4.8.2</b> Display preventative tactics associated with dangerous behaviors to prevent negative outcomes during physical activities (e.g., avoiding horseplay)</p>
Social Behavior	<p><b>PEL.4.5.3</b> Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, encourage classmates)</p>	<p><b>PEL.4.6.2</b> Keep the importance of winning and losing in perspective with other established goals and participation</p>	<p><b>PEL.4.7.3</b> Seek and participate with persons of similar and different skill levels (e.g., partner with others, peer coaching, and refrain from put-downs)</p>	<p><b>PEL.4.8.3</b> Through verbal and non-verbal behavior, recognize the role of games, sports, and dance in getting to know and understand others of like and different gender, race, ethnicity in a physical activity (e.g., activities with diverse groups, participate on co-ed teams, refrain from put-downs)</p>

Strand: Health and Wellness

Content Standard 5: Human Growth and Development

Students shall understand characteristics relating to growth and development.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Body Systems	HW.5.5.1 Identify and discuss the following systems: <ul style="list-style-type: none"> <li>• immune</li> <li>• endocrine</li> <li>• reproductive</li> <li>• excretory</li> </ul>	HW.5.6.1 Examine the relationship between organs, tissues, and cells that forms body systems	HW.5.7.1 Discuss and examine the interaction between the body systems	HW.5.8.1 Analyze the interaction between the body systems to promote <i>health</i> and <i>wellness</i> (e.g., obesity's impact on specific body systems)
Growth	HW.5.5.2 Identify the basic physical, social, and emotional changes that occur during life cycles	HW.5.6.2 Examine changes that occur during puberty (e.g., secondary sexual characteristics)	HW.5.7.2 Examine changes that occur during adolescence (e.g., reproductive system, hormonal changes)	HW.5.8.2 Identify responsible behaviors and consequences related to physical, social, and emotional changes during adolescence

Strand: Health and Wellness

Content Standard 6: Disease Prevention

Students shall evaluate and exhibit behaviors that reduce risks of chronic and *communicable diseases*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Communicable and Non-communicable Disease</i>	HW.6.5.1 Identify disease causing germs (e.g., viruses, protozoa, bacteria, fungi)	HW.6.6.1 Identify behaviors that increase the risk of contracting a <i>communicable disease</i> (e.g., eating and drinking after others, interaction of body fluids, improper handling of foods)	HW.6.7.1 Compare and contrast <i>communicable and non-communicable diseases</i>	
	HW.6.5.2 Explain how the body fights infection (e.g., <i>immune system</i> )	HW.6.6.2 Identify risky behaviors that increase the possibility of developing diseases	HW.6.7.2 Identify ways individuals can reduce risk factors related to <i>communicable and chronic diseases</i> (e.g., Hand-washing protocols, healthy eating, maintain healthy weight, regular exercise)	HW.6.8.1 Describe the importance of early detection in preventing the progression of disease
	HW.6.5.3 Define cancer and identify common types of cancer (e.g., lung, breast, skin)	HW.6.6.3 Identify causes of cancer (e.g., heredity, sun, tobacco, food additives, lack of dietary fiber, environment)	HW.6.7.3 Apply safety precautions to avoid over exposure to the sun (e.g., wear hat, wear sunglasses, apply sunscreen)	HW.6.8.2 Investigate behaviors that increase or decrease the risks of developing cancer (e.g., tobacco use, food consumption, chemical exposure)



Strand: Health and Wellness

Content Standard 6: Disease Prevention

Students shall evaluate and exhibit behaviors that reduce risks of chronic and *communicable diseases*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Communicable and Non-communicable Disease</i>	<p>HW.6.5.4 Identify diseases as being communicable:</p> <ul style="list-style-type: none"> <li>• STI's</li> <li>• HIV / AIDS</li> <li>• hepatitis</li> <li>• flu</li> <li>• TB</li> </ul>	<p>HW.6.6.4 Identify how HIV is transmitted: (contracted)</p> <ul style="list-style-type: none"> <li>• body fluids</li> <li>• sharing needles (i.e., intravenous <i>drug</i> use, body piercing, tattoos)</li> <li>• blood</li> <li>• sexual contact</li> <li>• mother to infant</li> </ul>	<p>HW.6.7.4 Recognize the 7 warning signs of cancer</p> <ul style="list-style-type: none"> <li>• change in bowel or bladder habits</li> <li>• a sore that does not heal</li> <li>• unusual bleeding or discharge</li> <li>• thickening or lump in the breast or elsewhere</li> <li>• indigestion or difficulty swallowing</li> <li>• obvious change in a wart or mole</li> <li>• nagging cough or hoarseness</li> </ul> <p>HW.6.7.5 Compare and contrast the facts and myths associated with contracting HIV (e.g., holding hands/touching, hugging, mosquitoes, sweat and tears, donating blood)</p>	

Strand: Health and Wellness

Content Standard 6: Disease Prevention

Students shall evaluate and exhibit behaviors that reduce risks of chronic and *communicable diseases*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Communicable and Non-Communicable Diseases</i>	<p>HW.6.5.5 Define HIV and its effects on the <i>immune system</i></p>	<p>HW.6.6.5 Identify the myths associated with contracting HIV (e.g., holding hands/touching, hugging, mosquitoes, sweat and tears, donating blood)</p>	<p>HW.6.7.6 Discuss the physical and social consequences associated with HIV contraction</p> <p>HW.6.7.7 Identify community resources for the testing and treatment of HIV</p> <p>HW.6.7.8 Classify <i>sexually transmitted infections (STI)</i> (e.g., bacterial, viral, parasitic)</p> <p>HW.6.7.9 Describe specific symptoms of <i>STI</i> (e.g., pain or burning during urination, Unusual discharge, Abdominal pain)</p> <p>HW.6.7.10 Identify ways to prevent and treat <i>STI</i> (e.g., <i>abstinence</i>, avoid risky behaviors, antibiotics, surgery)</p>	<p>HW.6.8.3 Analyze the physical and social implications of <i>STI</i>, HIV / AIDS (e.g., <i>sterility</i>, self-esteem)</p> <p>HW.6.8.4 Review community resources for the testing and treatment of HIV</p> <p>HW.6.8.5 Develop avoidance strategies to prevent the spread of HIV and other <i>STI</i></p>

Strand: Health and Wellness

Content Standard 7: Community Health and Promotion

Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and *environmental health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Environmental and Community Health</i>	HW.7.5.1 Discuss how indoor and outdoor air pollutants affect health: <ul style="list-style-type: none"> <li>• smog and other gases</li> <li>• carbon monoxide</li> <li>• tobacco smoke</li> <li>• radiation</li> <li>• radon</li> </ul>	HW.7.6.1 Discuss how water pollutants affect health: <ul style="list-style-type: none"> <li>• sewage</li> <li>• pesticides</li> <li>• fertilizers</li> </ul>	HW.7.7.1 Discuss how soil pollutants affect health: <ul style="list-style-type: none"> <li>• acid rain</li> <li>• pesticides</li> <li>• herbicides</li> </ul>	HW.7.8.1 Describe various pollutants and how they affect health: <ul style="list-style-type: none"> <li>• air</li> <li>• smoke</li> <li>• noise</li> <li>• water</li> <li>• soil</li> </ul>
Health Information Service and Products	HW.7.5.2 Discuss cultural beliefs about health behaviors and the use of health services	HW.7.6.2 List resources that provide health services and situations requiring health care services	HW.7.7.2 Identify products for value and quality: <ul style="list-style-type: none"> <li>• dietary supplements</li> <li>• dining out</li> <li>• misleading claims</li> <li>• recreation services</li> </ul>	HW.7.8.2 Compare products for value and quality: <ul style="list-style-type: none"> <li>• dietary supplements</li> <li>• dining out</li> <li>• misleading claims</li> <li>• recreation services</li> </ul>
Media and Technology	HW.7.5.3 Identify reliable sources for maintaining good health	HW.7.6.3 Examine how the media/advertising portrays body image	HW.7.7.3 Identify claims of advertisement before the purchase of products	HW.7.8.3 Analyze the messages of media services that contribute to health information

Strand: Health and Wellness

Content Standard 8: Healthy Life Skills and Relationships

Students shall demonstrate the ability to use decision-making, goal-setting, and interpersonal *communication skills*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Interpersonal Relationships and Human Sexuality	<p>HW.8.5.1 Identify verbal/nonverbal <i>communication skills</i> needed for a healthy relationship</p>	<p>HW.8.6.1 Describe how communication can affect the behavior of family life and peers:</p> <ul style="list-style-type: none"> <li>• dynamic changes</li> <li>• communication enhancers</li> <li>• sibling rivalry</li> <li>• family pride</li> <li>• bullying</li> </ul>	<p>HW.8.7.1 Develop solution skills for conflict:</p> <ul style="list-style-type: none"> <li>• avoidance</li> <li>• resolutions</li> <li>• confrontation</li> </ul>	<p>HW.8.8.1 Examine how <i>communication skills</i> can prevent bullying, reduce prejudices, and encourage tolerance</p>
	<p>HW.8.5.2 Define <i>abstinence</i> as it relates to <i>risky behaviors</i></p>	<p>HW.8.6.2 Understand <i>abstinence</i> as it relates to <i>risky behaviors</i></p>	<p>HW.8.7.2 Identify the benefits of <i>abstinence</i> as it relates to <i>risky behaviors</i></p>	<p>HW.8.8.2 Reinforce the importance of <i>abstinence</i> as it relates to <i>sexual</i> behavior</p>
	<p>HW.8.5.3 Identify the different types of relationships: friendships, family, romantic</p>	<p>HW.8.6.3 Identify appropriate ways to express love within relationships:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• peers</li> <li>• romantic relationships</li> </ul>	<p>HW.8.7.3 Recognize the consequences of <i>sexual</i> interaction:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• social</li> <li>• physical</li> </ul>	<p>HW.8.8.3 Evaluate how <i>sexual</i> decisions influence the following:</p> <ul style="list-style-type: none"> <li>• future</li> <li>• family</li> <li>• peers</li> <li>• community</li> <li>• future life-mate</li> </ul>
	<p>HW.8.5.4 Identify inappropriate behaviors that show disrespect for others:</p> <ul style="list-style-type: none"> <li>• touching</li> <li>• language</li> <li>• gestures</li> </ul>	<p>HW.8.6.4 Examine peer interaction associated with puberty and the importance of setting limits</p> <ul style="list-style-type: none"> <li>• <i>refusal skills</i></li> </ul>	<p>HW.8.7.4 Model <i>refusal skills</i> that may be used when pressured to be <i>sexually</i> active (e.g., role-play, skits, written scenarios)</p>	<p>HW.8.8.4 Evaluate how social issues effect <i>sexual</i> decisions:</p> <ul style="list-style-type: none"> <li>• peers</li> <li>• media</li> <li>• family</li> <li>• socioeconomic status</li> </ul>

Strand: Health and Wellness

Content Standard 9: Alcohol, Tobacco, and Other Drugs

Students shall demonstrate the ability to use *drug* knowledge and decision-making skills to address the use and abuse of medications, alcohol, tobacco, and other *drugs*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Medicine	<p>HW.9.5.1 Identify and describe common misuses of non-prescription/ over-the-counter and <i>prescription drugs</i>:</p> <ul style="list-style-type: none"> <li>• using another person's prescription medication</li> <li>• combining <i>drugs</i> for another effect</li> <li>• over-medicating</li> <li>• not following prescription instructions</li> </ul>	<p>HW.9.6.1 Determine and analyze possible consequences of prolonged use of non-prescription/ over-the-counter and <i>prescription drugs</i></p>	<p>HW.9.7.1 Describe how misuse of medication could lead to dependency</p>	<p>HW.9.8.1 Evaluate how dependency impacts family and society</p>
Tobacco	<p>HW.9.5.2 Introduce the major chemicals in tobacco products:</p> <ul style="list-style-type: none"> <li>• tar</li> <li>• nicotine</li> <li>• carbon monoxide</li> </ul> <p>HW.9.5.3 Recognize nicotine use as both a physical and psychological addiction</p> <p>HW.9.5.4 Define <i>gateway drug</i></p>	<p>HW.9.6.2 Identify the cancer causing chemicals in tobacco products for a smoker and non-smoker</p> <p>HW.9.6.3 Identify physical, psychological and social consequences of tobacco use</p> <p>HW.9.6.4 Discuss tobacco as a <i>gateway drug</i></p>	<p>HW.9.7.2 Chart the damage to different body systems caused by long-term tobacco use</p> <p>HW.9.7.3 Identify the legal issues and consequences of under-age use, possession, and purchase of tobacco products</p>	<p>HW.9.8.2 Analyze the reversal of physiological damage from the <i>cessation</i> of tobacco use (e.g., lungs, arteries, stamina)</p> <p>HW.9.8.3 Analyze how messages from media sources influence tobacco use</p> <p>HW.9.8.4 Evaluate different <i>cessation</i> strategies:</p> <ul style="list-style-type: none"> <li>• medications</li> <li>• support groups</li> </ul>

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	Grade 5	Grade 6	Grade 7	Grade 8
Alcohol	<p>HW.9.5.5 Describe the effects of alcohol use on body systems</p> <p>HW.9.5.6 Describe how the abuse of alcohol can affect others</p>	<p>HW.9.6.5 Discuss alcohol as a <i>gateway drug</i></p> <p>HW.9.6.6 Discuss alcohol-related myths</p>	<p>HW.9.7.4 Discuss the effects of alcohol on the body systems:</p> <ul style="list-style-type: none"> <li>• nervous</li> <li>• circulatory</li> <li>• respiratory</li> <li>• digestive</li> </ul> <p>HW.9.7.5 Identify the legal issues and discuss the consequences of alcohol use and/or possession:</p> <ul style="list-style-type: none"> <li>• under age</li> <li>• <i>blood alcohol concentration (BAC)</i></li> <li>• <i>driving under the influence (DUI)</i></li> <li>• <i>driving while intoxicated (DWI)</i></li> </ul>	<p>HW.9.8.5 Identify and explain diseases caused by alcohol abuse:</p> <ul style="list-style-type: none"> <li>• <i>alcoholism</i></li> <li>• cirrhosis of liver</li> <li>• <i>fetal alcohol syndrome (FAS)</i></li> </ul> <p>HW.9.8.6 Identify factors that determine the effects of alcohol on an individual (e.g., body weight)</p> <p>HW.9.8.7 Identify support services and community resources for assistance and treatment:</p> <ul style="list-style-type: none"> <li>• alcoholics anonymous (AA)</li> <li>• al-anon</li> <li>• alateen</li> </ul>

Strand: Health and Wellness

Content Standard 9: Alcohol, Tobacco, and Other Drugs

Students shall demonstrate the ability to use *drug* knowledge and decision-making skills to address the usage and abuse of medication, alcohol, tobacco, and other *drugs*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	Grade 6	Grade 7	Grade 8
Other <i>Drugs</i>	<p>HW.9.5.7 Identify marijuana as an illegal <i>drug</i></p> <p>HW.9.5.8 Discuss the addictive effects of marijuana use:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• psychological</li> </ul> <p>HW.9.5.9 Discuss legal consequences of marijuana use</p>	<p>HW.9.6.7 Discuss marijuana as a <i>gateway drug</i></p> <p>HW.9.6.8 Identify the short-term effects of marijuana use on the body:</p> <ul style="list-style-type: none"> <li>• lack of coordination</li> <li>• distortion</li> <li>• increased sensitivity</li> <li>• apathy</li> </ul> <p>HW.9.6.9 Identify the long-term effects of marijuana use on the body:</p> <ul style="list-style-type: none"> <li>• nervous system</li> <li>• reproductive system</li> <li>• respiratory system</li> <li>• <i>amotivational syndrome</i></li> </ul> <p>HW.9.6.10 Discuss legal consequences of marijuana use</p>	<p>HW.9.7.6 Differentiate the short-term and long-term effects on the body from chronic marijuana use:</p> <ul style="list-style-type: none"> <li>• physiological</li> <li>• psychological</li> </ul> <p>HW.9.7.7 Analyze the legal and social consequences of repetitive marijuana offenses</p>	<p>HW.9.8.8 Analyze the legal and social consequences of repetitive <i>drug</i> offenses</p>

Strand: Health and Wellness

Content Standard 9: Alcohol, Tobacco, and Other Drugs

Students shall demonstrate the ability to use *drug* knowledge and decision-making skills to address the use and abuse of medications, alcohol, tobacco, and other *drugs*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Other <i>Drugs</i>	<p>HW.9.5.10 Identify <i>drug</i> categories:</p> <ul style="list-style-type: none"> <li>• stimulants</li> <li>• depressants</li> <li>• hallucinogens</li> <li>• narcotics</li> </ul>	<p>HW.9.6.11 Examine the use and abuse of each <i>drug</i> category:</p> <ul style="list-style-type: none"> <li>• stimulants</li> <li>• depressants</li> <li>• hallucinogens</li> <li>• narcotics</li> </ul>	<p>HW.9.7.8 Identify the physical, emotional, and social effects of the following <i>drugs</i>:</p> <ul style="list-style-type: none"> <li>• ecstasy</li> <li>• crystal methamphetamine</li> <li>• cocaine</li> <li>• heroin</li> <li>• LSD</li> <li>• PCP</li> <li>• "date-rape <i>drug</i>"</li> <li>• inhalants</li> <li>• sedatives</li> <li>• performance-enhancing <i>drugs</i></li> </ul> <p>HW.9.7.9 Discuss legal boundaries involved with the use and abuse of each <i>drug</i> category</p>	<p>HW.9.8.9 Evaluate rehabilitative strategies and programs:</p> <ul style="list-style-type: none"> <li>• intervention</li> <li>• counseling</li> <li>• treatment centers</li> <li>• support groups</li> <li>• Narcotics Anonymous</li> <li>• in-patient rehab</li> <li>• out-patient rehab</li> <li>• counseling centers</li> </ul>



Strand: Health and Wellness

Content Standard 9: Alcohol, Tobacco, and Other Drugs

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Prevention Strategies</i>	<p>HW.9.5.11 Identify ways to resist peer pressure:</p> <ul style="list-style-type: none"> <li>• say "NO"</li> <li>• suggest an alternative</li> <li>• walk away</li> </ul> <p>HW.9.5.12 Recognize and analyze media messages concerning <i>drug</i> use</p>	<p>HW.9.6.12 Practice ways to resist peer pressure (e.g., role play, skits)</p> <p>HW.9.6.13 Identify family and peer influences in avoiding the use of all addictive substances</p>	<p>HW.9.7.10 Compare and contrast the "pros and cons" of different <i>prevention</i> strategies used to avoid addictive substances</p> <p>HW.9.7.11 Identify family, peer, legal, and cultural influences in avoiding the use of all addictive substances</p> <p>HW.9.7.12 Describe how the use of addictive substances affects one's relationship with others:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• school</li> <li>• community</li> </ul>	<p>HW.9.8.10 Demonstrate and apply <i>prevention</i> strategies in avoiding the use of all addictive substances</p>

Strand: Health and Wellness

Content Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Personal health	<p>HW.10.5.1 Develop strategies and skills to demonstrate self respect and responsibility</p> <p>HW.10.5.2 Identify and discuss influences on body image:</p> <ul style="list-style-type: none"> <li>• healthy body image</li> <li>• peer influence</li> <li>• family influence</li> <li>• media / advertising influence</li> </ul> <p>HW.10.5.3 Recognize the warning signs of <i>depression</i> and suicidal thoughts</p>	<p>HW.10.6.1 Develop strategies and skills to demonstrate respect for others:</p> <ul style="list-style-type: none"> <li>• conflict resolution</li> <li>• bullying (<i>refer to Act 681 of 2003</i>) [<i>Code 6-18-514</i>]</li> </ul> <p>HW.10.6.2 Identify the benefits of safe behavior and the consequences of <i>risky behavior</i> (e.g., seatbelts, <i>sexual</i> activity, teen pregnancy, <i>drugs</i>, alcohol, all types of abuse, dietary supplements, conflict resolution)</p> <p>HW.10.6.3 Recognize the warning signs of <i>depression</i> and suicidal thoughts</p>	<p>HW.10.7.1 Identify skills necessary to manage <i>mental</i> and <i>emotional health</i>:</p> <ul style="list-style-type: none"> <li>• defense mechanisms</li> <li>• self talk</li> <li>• coping skills</li> <li>• <i>stress management</i></li> </ul> <p>HW.10.7.2 Discuss the benefits of safe behavior and the consequences of <i>risky behavior</i> (e.g., seatbelts, <i>sexual</i> activity, teen pregnancy, <i>drugs</i>, alcohol, all types of abuse, dietary supplements, conflict resolution)</p> <p>HW.10.7.3 Recognize the warning signs of <i>depression</i> and suicidal thoughts</p>	<p>HW.10.8.1 Discuss and demonstrate skills necessary to manage <i>mental</i> and <i>emotional health</i>:</p> <ul style="list-style-type: none"> <li>• defense mechanisms</li> <li>• self talk</li> <li>• coping skills</li> <li>• <i>stress management</i></li> </ul> <p>HW.10.8.2 Distinguish personal responsibility in making choices affecting individual <i>health and wellness</i></p> <p>HW.10.8.3 Discuss the warning signs of <i>depression</i> and suicidal thoughts</p>

Strand: Health and Wellness

Content Standard 10: Personal Health and Safety

Students shall recognize and practice health-enhancing behaviors to avoid or reduce health risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
			HW.10.7.4 Identify and practice <i>depression</i> coping strategies  HW.10.7.5 Identify suicide <i>prevention</i> strategies: <ul style="list-style-type: none"> <li>• counseling</li> <li>• hot-line</li> <li>• trusted adult</li> </ul>	HW.10.8.4 Identify and practice <i>depression</i> coping strategies  HW.10.8.5 Identify and discuss suicide <i>prevention</i> strategies: <ul style="list-style-type: none"> <li>• counseling</li> <li>• hot-line</li> <li>• trusted adult</li> </ul>
Personal Hygiene	HW.10.5.4 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness: <ul style="list-style-type: none"> <li>• correct hand washing</li> <li>• regular bathing</li> <li>• washing clothes</li> <li>• <i>hygiene</i> products</li> <li>• oral <i>hygiene</i></li> </ul>	HW.10.6.4 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness: <ul style="list-style-type: none"> <li>• regular bathing</li> <li>• clean clothing</li> <li>• clean hair</li> <li>• deodorant</li> <li>• oral <i>hygiene</i></li> </ul>	HW.10.7.6 Examine the importance of good <i>hygiene</i> brought about by the physiological changes of puberty	HW.10.8.6 Analyze the importance of good <i>hygiene</i> brought about by the physiological changes of puberty

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	Grade 5	Grade 6	Grade 7	Grade 8
Oral Health	<p>HW.10.5.5 Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)</p> <p>HW.10.5.6 Recognize dental health as an important part of overall health (e.g., care of gums and teeth, proper diet, use of sports guards)</p> <p>HW.10.5.7 Identify the hazards of using tobacco products on oral health</p> <p>HW.10.5.8 Identify the risks of oral piercing on oral health</p>	<p>HW.10.6.5 Describe the process of tooth decay as it relates to nutritional habits</p> <p>HW.10.6.6 Identify ways to maintain proper dental health that will reduce the risk of tooth decay and gum disease:</p> <ul style="list-style-type: none"> <li>• choose healthy snacks</li> <li>• avoid using tobacco products</li> <li>• take proper care of gums and teeth</li> <li>• use toothpaste and drinking water containing fluoride</li> <li>• use dental sealants</li> </ul> <p>HW.10.6.7 Discuss the oral health hazards of using tobacco products</p> <p>HW.10.6.8 Identify the risks of oral piercing on oral health</p>	<p>HW.10.7.7 Discuss the process of tooth decay as it relates to nutritional habits</p> <p>HW.10.7.8 Identify diseases related to poor oral health:</p> <ul style="list-style-type: none"> <li>• dental cavities</li> <li>• <i>gingivitis</i></li> <li>• leukoplakia</li> <li>• periodontitis</li> <li>• halitosis</li> </ul> <p>HW.10.7.9 Describe the hazards of specific tobacco products on oral health</p> <p>HW.10.7.10 Discuss the risks of oral piercing on oral health</p>	<p>HW.10.8.7 Evaluate the process of tooth decay as it relates to nutritional habits</p> <p>HW.10.8.8 Evaluate the overall effect of good oral health</p> <p>HW.10.8.9 Analyze the hazards of specific tobacco products on oral health</p> <p>HW.10.8.10 Analyze the risks of oral piercing on oral health</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Safety	<p><b>HW.10.5.9</b> Review safety procedures for the following:</p> <ul style="list-style-type: none"> <li>• traffic</li> <li>• bus</li> <li>• fire</li> <li>• weather</li> <li>• food handling</li> </ul> <p><b>HW.10.5.10</b> Recognize appropriate procedures to respond to emergency situations, both life threatening and non-life threatening</p>	<p><b>HW.10.6.9</b> Review safety procedures for the following:</p> <ul style="list-style-type: none"> <li>• traffic</li> <li>• bus</li> <li>• fire</li> <li>• weather</li> <li>• food handling</li> </ul> <p><b>HW.10.6.10</b> Demonstrate first aid procedures and recognize steps of CPR, choking, bleeding, universal precautions (e.g., mask, gloves)</p>	<p><b>HW.10.7.11</b> Review safety procedures for the following:</p> <ul style="list-style-type: none"> <li>• traffic</li> <li>• bus</li> <li>• fire</li> <li>• weather</li> <li>• food handling</li> </ul> <p><b>HW.10.7.12</b> Model first aid procedures using role playing, skits, or another performance-based method</p>	<p><b>HW.10.8.11</b> Review safety procedures for the following:</p> <ul style="list-style-type: none"> <li>• traffic</li> <li>• bus</li> <li>• fire</li> <li>• weather</li> <li>• food handling</li> </ul> <p><b>HW.10.8.12</b> Construct and apply effective emergency procedures to life situations using role playing, skits, or another performance-based method</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Violence	<p>HW.10.5.11 Identify various behaviors (verbal and nonverbal) that contribute to abuse, assault, harassment, and bullying</p> <p>HW.10.5.12 Identify individuals and other sources to help and report abuse: (e.g., counselor, teacher, resource officer)</p>	<p>HW.10.6.11 Identify situations that threaten personal safety and may result in abuse (e.g., physical, social, mental, <i>sexual</i>)</p> <p>HW.10.6.12 Identify individuals and other sources to help and report abuse: (e.g., counselor, teacher, resource officer)</p>	<p>HW.10.7.13 Develop strategies to avoid and respond to situations that threaten personal safety and may result in abuse</p> <p>HW.10.7.14 Identify individuals and other sources to help and report abuse: (e.g., counselor, teacher, resource officer)</p>	<p>HW.10.8.13 Identify examples of harassment and intimidating behaviors found in media, technology, and peer groups</p> <p>HW.10.8.14 Recognize the inappropriate use and consequences of</p> <ul style="list-style-type: none"> <li>• media</li> <li>• technology</li> <li>• peer groups</li> </ul> <p>HW.10.8.15 Identify individuals and other sources to help and report abuse: (e.g., counselor, teacher, resource officer)</p>

Strand: Health and Wellness

Content Standard 11: Nutrition

Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Healthy Eating Habits	<p>HW.11.5.1 Demonstrate how healthy snacks fit into a daily diet</p> <p>HW.11.5.2 Describe harmful eating habits:</p> <ul style="list-style-type: none"> <li>• overeating</li> <li>• under eating</li> </ul> <p>HW.11.5.3 Compare and explain how personal food choices relate to MyPyramid Guidelines (<a href="http://www.mypyramid.gov">www.mypyramid.gov</a>)</p>	<p>HW.11.6.1 Compare and contrast <i>nutrient density</i> in healthy and unhealthy snacks</p> <p>HW.11.6.2 Recognize and examine factors that contribute to personal eating behaviors (e.g., hunger versus appetite, stress, environment, family/culture, media, peers)</p> <p>HW.11.6.3 Describe the basic principles associated with the development of a healthy meal plan</p>	<p>HW.11.7.1 Identify factors that influence food choices:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• cost/availability</li> <li>• culture</li> <li>• location</li> <li>• peers</li> <li>• media</li> <li>• family</li> <li>• body image</li> </ul> <p>HW.11.7.2 Discuss a personal eating plan and physical activity schedule for weight management (e.g., caloric intake versus caloric expenditure)</p>	<p>HW.11.8.1 Analyze factors that influence food choices:</p> <ul style="list-style-type: none"> <li>• time</li> <li>• cost/availability</li> <li>• culture</li> <li>• location</li> <li>• peers</li> <li>• media</li> <li>• family</li> <li>• body image</li> </ul> <p>HW.11.8.2 Develop a personal eating plan and physical activity schedule for weight management (e.g., caloric intake versus caloric expenditure)</p>

Strand: Health and Wellness  
 Content Standard 11: Nutrition

Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Food and Nutrition	<p>HW.11.5.4 Evaluate food intake patterns and their nutritional benefits and values</p> <p>HW.11.5.5 Compare nutrient information on a variety of food labels</p>	<p>HW.11.6.4 Examine nutrient deficiencies in the body (e.g., anemia, night blindness)</p> <p>HW.11.6.5 Compare and contrast nutrient information on a variety of food labels</p> <p>HW.11.6.6 Explain how to create a healthy meal plan based on MyPyramid Guidelines (www.mypyramid.gov)</p>	<p>HW.11.7.3 Explain how nutrients affect risk factors for the following four common <i>chronic diseases</i>:</p> <ul style="list-style-type: none"> <li>• cancer</li> <li>• cardiovascular disease</li> <li>• osteoporosis</li> <li>• type II diabetes</li> </ul> <p>HW.11.7.4 Analyze a daily nutrition log based on Nutrition Facts Labels</p> <p>HW.11.7.5 Create personal healthy eating plan based on MyPyramid Guidelines (www.mypyramid.gov)</p> <p>HW.11.7.6 Describe causes, symptoms, consequences, and treatments for the three most common eating disorders:</p> <ul style="list-style-type: none"> <li>• bulimia</li> <li>• anorexia nervosa</li> <li>• binge eating</li> </ul>	<p>HW.11.8.3 Analyze how nutrients affect risk factors of the following common <i>chronic diseases</i>:</p> <ul style="list-style-type: none"> <li>• cancer</li> <li>• cardiovascular disease</li> <li>• osteoporosis</li> <li>• type II diabetes</li> </ul> <p>HW.11.8.4 Analyze a daily nutrition log based on Nutrition Facts Labels</p> <p>HW.11.8.5 Assess one's personal healthy eating plan based on MyPyramid Guidelines (www.mypyramid.gov )</p> <p>HW.11.8.6 Research causes, symptoms, consequences, and treatments for the three most common eating disorders:</p> <ul style="list-style-type: none"> <li>• bulimia</li> <li>• anorexia nervosa</li> <li>• binge eating</li> </ul>



Physical Education and Health Glossary

Abstinence	Refusing to participate in risky health behaviors
Adventure activity	Non-traditional activity involving nature and environment such as hiking, camping, fishing, and others
AED	Automated External Defibrillator
Aerobic activity	A steady activity in which the heart can supply all the oxygen the muscles need
Agility	The ability to change direction quickly while the body is in motion
Alcoholism	A disease in which a person has a physical or psychological dependence on alcohol
Amotivational syndrome	A lack of desire to become motivated to perform daily responsibilities
ARORA	Arkansas Regional Organ Recovery Agency
Asymmetrical	A position or movement characterized by the unevenness of opposite parts of the body. Using a line drawn through the vertebral column, all twisting, curling, or held positions in which greater stress is given to the limbs on one side are <i>asymmetrical</i> positions
Balance	The ability to maintain or regain equilibrium while moving or standing still
Body awareness	An element of movement; being aware of body shape, parts of the body, and the support and transfer of weight
Body composition	The ratio of body fat to lean body tissue including muscle, bone, water, and connective tissue
Body Mass Index (BMI)	a number that shows body weight adjusted for height: can be calculated with simple math using inches and pounds, or meters and kilograms; used to assess underweight, overweight, and risk for overweight
Cardio-respiratory	The ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity
Carotid artery	Either of the two major arteries, one on each side of the neck, that carry blood to the head
Cessation	The act of stopping
Chronic disease	A disease that is ongoing
Communicable disease	Diseases that are spread from one living thing to another or through the environment
Communication skills	Those skills in which an individual chooses to share thoughts and feelings with others
Community health	Activities, efforts, and strategies that influence individuals within a community to make healthy decisions
Competency	The ability to perform and apply skills
Congenital	Born with; existing at birth
Consumer health	Focuses on helping individuals make responsible decisions about products and services that can affect one's health
CPR	Cardio-Pulmonary Resuscitation
Depression	A prolonged feeling of helplessness, hopelessness, and sadness
Drug	A substance, other than food, that changes the structure or function of the body and mind
DUI	Driving under the influence of alcohol, as defined by the law
Dynamic settings	Involves performing skills and skill combinations in complex settings where the environment changes, such as performing manipulative tasks while dodging, performing a gymnastics sequence or a dance to music
Emotional health	A sense of well-being with attention to mind, body, spirit, creativity, intellectual development, health, etc.
Environmental hazards	Air, water, and land that surrounds an individual or community that poses a health risk
Environmental health	Factors that contribute to the overall health status of air, water, and land
FITT principle	A formula in which each letter represents a factor important for determining the correct amount of physical activity F= Frequency, I = Intensity, T = Time, T = Type

Fetal Alcohol Syndrome (FAS)	A group of alcohol-related birth defects that includes both physical and mental problems
Fine motor skills	The ability to use the small muscles of the hand to manipulate materials in the environment (e.g., string beads or work puzzle, finger play activities)
Fitness journal	A regularly kept written record that a student uses as a personal assessment tool
Flexibility	The ability of various joints of the body to move through their full range of motion
Fundamental motor skills	Includes both locomotor skills such as walking, running, <i>hopping</i> , skipping, <i>jumping</i> , leaping and galloping, as well as <i>manipulative skills</i> such as throwing, passing, kicking, dribbling and catching
Gateway drug	A <i>drug</i> that introduces people to <i>drug</i> use, increasing the risk that they will try a stronger <i>drug</i>
Gingivitis	Inflammation of the gums
Gross Motor Skills	To use large muscles of the body, the arms, legs, and torso to control body movement (e.g., bending, walking, throwing)
Health	The state of physical, mental, and emotional well-being and not merely the absence of disease or infirmity
Health advocacy	Taking action in support of health issues
Health concepts	Ideas, thoughts, or notions that pertain to health
Health education	Process by which individuals are informed concerning the promotion of physical, mental, emotional, and social well-being
Health enhancement	A subject area that includes content from the disciplines of both health and physical education which has as its major focus the development of a healthy lifestyle
Health enhancing strategies	Planning and directing an action that will promote one's well-being or that of community or family
Health-related physical fitness	Includes the components of (1) cardiovascular endurance, (2) muscular strength and endurance, (3) <i>flexibility</i> , and (4) <i>body composition</i>
Healthy lifestyle	Patterns of living (including proper diet, adequate exercise, and appropriate rest) which help promote both physical and emotional well-being
Hopping	Taking off and landing on the same foot
Hygiene	Cleanliness
Immune system	Group of organs, including the lymph nodes, thymus, and spleen, that fights off pathogens and removes harmful organisms from the blood
Immunity	Resistance to infection or a specified disease
Interpersonal social skills	Skills that enhance the ability to work and play together, such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance
Jump	Take off and land on both feet
Lead-up games	Activities that utilize basic skills and strategies related to specific games, sports or leisure activities
Lifetime fitness	State or condition of being physically sound and healthy as a result of a life-long commitment to exercise and proper nutrition
Lifetime physical activities	Includes games, sports, and other leisure pursuits usually performed by a person over the course of a lifetime, including activities like tennis, golf, bowling, backpacking, canoeing and racquetball

Locomotor	Skills used to move the body from one place to another, including walking, running, skipping, leaping, sliding, galloping, <i>jumping</i> and <i>hopping</i>
Low-organized games	Include activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways
<i>Manipulative skills</i>	Skills developed when a person handles some kind of object, including throwing, kicking, batting, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop
Mature pattern	A series of basic movements that are fluid, efficient, repetitive, and internalized
Mediation skills	Having the ability to settle differences between individuals combining the use of problem solving methods and active listening skills
<i>Mental health</i>	State of well-being of the mind
Metastasis	Spreading of cancer cells to other parts of the body
Morality	Rightness or wrongness as in an action
Morbidity	The number of deaths in a population within a prescribed time
Mortality	The rate or proportion of death from all causes
Motor skills or fundamental motor skills	Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities
Muscular endurance	The ability of the muscles to exert force for an extended time
Muscular strength	The ability of the muscles to exert maximum effort
Musculoskeletal	System of the human body that consists of bones, joints, muscles and tendons configured so as to allow the great variety of movements characteristic of human activity
Non communicable disease	A disease that is not transmitted by another person, by a vector, or from the environment
Non-locomotor	Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking
Non-violent strategies	Techniques that are used to avoid or de-escalate a potentially violent situation and includes problem-solving, active listening, conflict resolution skills, mediation, sit-downs or humor
Nutrition	The study of foods and the process by which they nourish the body
Obesity	The condition of being very overfat or having a high percentage of body fat
Pathogen	A microorganism capable of causing disease or illness
Pedometer	A device that can be used to count the steps taken daily. Pedometers can be used as a motivational tool to provide feedback on the duration (distance) or intensity (distance over time) of physical activity
Peer pressure	Positive or negative influence peers consciously or unconsciously place on others to behave in certain ways
Personal health	Concerning or affecting a particular person's health
Physical fitness	Ability to perform physical activities and meet the demands of daily living while being energetic and alert
Physically educated	Understanding and appreciating the relationship between quantity and quality of individual movement and ultimate quality of life
Plaque	A thin film of matter that destroys tooth enamel
Prescription <i>drug</i>	A <i>drug</i> that can not be purchased legally without a doctor's order
Prevention	To stop or keep from doing or happening

Problem solving process	Orderly method of resolving a perplexing or difficult matter
Radial Artery	Branch of the brachial artery beginning below the elbow and extending down the forearm around the wrist and into the palm
Refusal skills	Techniques used to say “NO” in a risk situation
Rhythm(s)	Involves motion that possesses regularity and a predictable pattern, often involving music such as dance patterns, <i>jumping</i> rope or tinikling (Philippine folk dance)
Risk behaviors	Behaviors that represent a potential threat to a person’s well-being
Sexual	Of or involving sex, the sexes, or the sex organs
Spatial awareness	The ability to recognize and respond to objects in 3-dimensional (3-D) space
Spinning	An activity performed on stationary bikes with different levels of resistance, usually for a period of 30 to 45 minutes
Static	A slow, sustained stretch that is held for 10 – 30 seconds
Sterility	Incapable of producing offspring
STI (STD)	Sexually Transmitted Infection (Sexually Transmitted Disease); an infectious disease that is spread from person-to-person during sexual activity
Stress management	Techniques used to prevent and deal with stressors
Symmetrical	A movement or balanced position in which both sides of the body would look identical if an imaginary vertical line were drawn through the middle of the body
Target heart rate	Used to determine activity intensity; used to enhance the level of cardiovascular endurance; may be calculated by using the formula: (Maximum heart rate ‘220’ – age) x 0.70 = target heart rate
Underweight	Having a <i>body mass index</i> that is below the 5 <sup>th</sup> percentile for one’s age
Weight bearing activities	Activities that include all of the movements that focus on the transfer of /strength from one adjacent body part to another
Weight/strength training	A form of fitness training that usually includes working with four variables: (1) amount of resistance (weight) per lift; (2) number of repetitions of each lift (set); (3) number of sets per workout; and (4) number of workouts per week.
Wellness	A concept that suggests that all aspects of a person's life (physical, mental, emotional, and social well-being) are balanced; implies that a person will be active and free from disease

# Appendix

## Physical Education for Students with Special Needs

Every physical education class includes students who are high achievers; those who are low achievers; and those, the majority, in the middle. Effective instructional strategies take into account the diverse needs of what are often very heterogeneous groups. Quality physical education involves adapting, modifying, and changing a physical activity so it is appropriate for all participants.

Some students will come to physical education with motor or perceptual deficits; others, with more severe disabilities. Successful participation in physical activities by students with disabilities depends on the teacher's attitude and skill in providing instruction and support to all students. The teacher should continually encourage all students to learn and experience maximum enjoyment in physical education by understanding students' specific needs and encouraging students who are not disabled to accept and support those who are.

Children with disabilities, whether they are identified as needing special education and related services or not, have the right to a modification of the regular program. Further, under Section 504 or the Rehabilitation Act of 1973, Amendments of 1991 (Public Law 102-42), and American Disabilities Act of 1990 (Public Law 101-336), such children may not be discriminated against by school personnel. Service delivery options that must be made available to all children with disabilities are modified general physical education, specially designed physical education, and adapted physical education; direct services; collaboration; and consultation.

In some instances an individualized education program team at the school (e.g., the physical education teacher, special education teachers, administrators, parents, and ancillary personnel, such as occupational therapists, recreation therapists, and physical therapists) will determine that the appropriate least-restrictive environment for a physical education program for students with disabilities is the general education class. To accommodate such students, the physical education instructor may have to make modifications and interventions.

In collaboration with the special education teachers and ancillary personnel, the physical education teacher can modify instruction to accommodate students with disabilities without diminishing the value of the class for those without disabilities. Problem-solving skills and modified approaches to movement can be offered.

Teaching methods can be adapted to meet the needs of students through provision of a direct tutor, a buddy system that pairs students with disabilities with other students, peer tutoring, task cards or individualized learning packets, circuit or station setups, contracts or independent student programs, and other approaches.

Other adaptations might include:

### Ways to modify assessment:

- Basing evaluation on the student's potential and on pretest and posttest comparison rather than on standardized scores
- Basing measurement on what the student with disabilities is able to do rather than on what the student is not able to do
- Applying decathlon-scoring approaches to enable students with disabilities to compete for points against records that are appropriate to their physical status
- Providing specific devices or adapting equipment to aid in the manipulation of objects or oneself
- Vary size, weight, color and texture of equipment

#### Rules of adaptations:

- Adjust height and size of target or goal
- Adding more players to a team to reduce the amount of activity and responsibility of any individual player
- Assigning playing positions according to the abilities of the students with disabilities
- Permitting the substitution or interchange of duties during participation
- Limiting play areas if students' movement capabilities are restricted
- Have well defined lines and boundaries
- Provide rest periods as needed
- Adapt rules for individual disabilities such as 3 step dribbling using 2 hands to dribble or carry ball on lap in wheelchair or use of tee/ramp

#### Classroom management strategies:

- Structure and predictable routine
- Clear expectations
- Brief instructions
- Positive reinforcement
- Proximity to teacher
- Verbal and visual cues

The physical education teacher should seek out opportunities for informal talks with the special education teacher to develop methods for working with students with disabilities. When these students cannot participate safely and successfully in the physical education program and when interventions have been ineffective, the use of the individualized education plan process for special education may be required.

Pre-K (ages 3-5) Recommendations for Physical Education/Movement Programs

1.	Classes should be no longer than 30 minutes.
2.	The student / teacher ratio should be approximately 12-14 students per teacher.
3.	Students should have the opportunity to participate in 4 – 6 different activities in each class, taking into consideration the essential components as suggested below.
4.	Activities should be no longer than 5 to10 minutes in length.
5.	Use repetition and variation for previously taught activities
6.	Engage in activities that promote the development of fitness and fine and gross motor skills
7.	Utilize the Physical Education Framework for kindergarten as a guide for instruction.

Essential Components of Physical/Motor Skill Development

<i>body/spatial awareness activity</i>	<p>know different body parts  demonstrate personal space  understand boundaries  demonstrate shapes, levels, directions, and pathways  travel in general space while maintaining personal space without falling down or bumping into others  stop on signal  demonstrate ways to manage own body weight in a variety of situations(e.g., <i>balance</i> on variety of body parts on mats and apparatuses)</p>
<i>locomotor/non-locomotor activity</i>	<p>demonstrate basic <i>locomotor</i> movements: hop, walk, run, and <i>jump</i>  demonstrate animal movements  demonstrate basic <i>non-locomotor</i> movements: bend, shake, twist, and stretch  demonstrate log roll and crawl through a tunnel</p>
<i>manipulatives</i>	<p>perform an underhand throw in a desired direction  kick stationary ball while maintaining balance  strike light-weight object with body parts and with light-weight implements (long and short handles)  develop skills of dropping and catching an object  develop skills of tossing and catching to themselves  move a ball with feet</p>
<i>rhythm</i>	<p>choose music with constant repetitive beat slow enough for young children  move body parts either alone or with manipulative (e.g., lummi sticks, scarves, ribbon sticks)  in time with music and touch appropriate body parts (e.g., head, shoulder, knees, toes, hokey pokey)</p>



Physical Education and Health Framework Committee Members

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\* Committee member for grades K-8

\*\* Committee member for grades K-8 framework and high school courses