



**SWEETWATER COUNTY  
SCHOOL DISTRICT #1**

# **PHYSICAL EDUCATION & HEALTH**

**K-12 CURRICULUM MAP**

MAY 2018

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## **Sweetwater County School District #1 Vision Statement**

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

## **Sweetwater County School District #1 Mission Statement**

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

## **Health and Physical Education Mission Statement**

The mission of the health and physical education curriculum is to provide our students with foundational knowledge of physical fitness concepts and health skills to promote lifetime health, wellness, and fitness. Our students will demonstrate the skills necessary to become productive and healthy citizens.

Students will demonstrate:

- Individual, dual, team, and lifetime fitness activities
  - Movement, manipulative, and specialized skills as well as tactics and strategies to be successful
- Fitness and physical activities to improve overall health and personal fitness concepts
  - Target heart rate and 5 fitness components (cardiovascular, muscular strength, muscular endurance, flexibility, and body composition)
  - FITT principle (Frequency, Intensity, Time and Type of activity)
- Personal and social responsibility skills
  - Effective communication, rules, safe practices, and enjoyment through health and physical activity
- Decision-making and problem solving
- Evaluate health information, products, and resources

## Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

# How to Read the Physical Education and Health Curriculum Map

**Purpose Statement** identifies the purpose of a class and what is new or different at this level.

Purpose Statement:	Students will describe school and community resources that avoid/reduce health risks and the steps of effective communication. Students will explain simple steps for problem solving and decision-making.
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**Benchmark** overall objective for a unit

Benchmarks:

H3.1	Students will explain behaviors that prevent the spread of disease.	Health Standard Reference
H3.1.1	Explain behaviors that prevent the spread of germs.	4.4.3
H3.1.2	Explain behaviors that prevent illness at school.	4.4.3
H3.1.3	Explain behaviors that prevent personal illness when a family member/friend is sick at home or community.	4.4.3

## Learning Target Code

H3.1.1 = Subject area (Health)  
H3.1.1 = Grade level or course  
H3.1.1 = Benchmark  
H3.1.1 = Learning target

**Learning Targets** are individual skills that lead up to achieving the benchmark.

## WY Health Education Standard Reference

4.4.3 = Grade level  
4.4.3 = Standard  
4.4.3 = Benchmark

## Physical Education Curriculum at a Glance

Grade Level or Course	Purpose Statement
<b>Kindergarten Physical Education</b>	Students will attempt specific loco-motor, body control and manipulative skills in an individual practice (walk, run, skip, gallop, hop/jump). Students will attempt personal fitness assessments.
<b>1<sup>st</sup> Grade Physical Education</b>	Students are introduced to loco-motor, body control and manipulative skills in an individual practice. Students will participate in personal fitness assessments, and identify the 5 components of fitness and identify the benefits of physical activity.
<b>2<sup>nd</sup> Grade Physical Education</b>	Students will combine loco-motor and body control skills in partner practice. Students will demonstrate individual manipulative skills and explain the benefits of physical activity.
<b>3<sup>rd</sup> Grade Physical Education</b>	Students will combine loco-motor and body control skills in small-sided practice. Students will demonstrate individual manipulative skills. Students will define principals of fitness (FITT) and the 5 components of fitness.
<b>4<sup>th</sup> Grade Physical Education</b>	Students will combine loco-motor, body control and manipulative skills in small-sided practice tasks. Students will explain principles of fitness, and the 5 components of fitness.
<b>5<sup>th</sup> Grade Physical Education</b>	Students will demonstrate fundamental movement concepts, fitness concepts, and personal and social behaviors through modified physical activities.
<b>6<sup>th</sup> Grade Physical Education</b>	Students will apply age appropriate movement concepts, fitness activities, and personal and social behaviors in a variety of diverse physical activities through modified individual, dual, team and lifetime activities.
<b>7<sup>th</sup> Grade PE I</b>	Students will demonstrate or explain age appropriate skills relating to movement concepts, fitness activities, and personal/social behavior to enhance overall wellness.
<b>8<sup>th</sup> Grade PE II</b>	Students will perform or analyze age appropriate skills/programs relating to movement concepts, fitness activities, and personal/social behavior to enhance overall wellness.

<b>Physical Education</b> <b>PE I</b> <b>PE I Swim</b>	<p>Students will assess their individual physical fitness levels in the five health related fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition). Students will set goals and evaluate progress related to the fitness components while participating in individual; dual, lifetime and team activities that help enhance physical fitness levels and promote self-expression and enjoyment.</p>
<b>Advanced Aquatics</b>	<p>Students will engage in a variety of aquatic activities that include individual, dual and team activities which will incorporate the five health related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition). Students will complete certification of lifeguarding and/or scuba diving.</p>
<b>Choice-based Fitness</b>	<p>Students will independently design a program according to the FITT principle and the 5 health related components of fitness. Students will also demonstrate and apply the importance of safety, technique (performance and spotting), as well as the proper protocol involved for any individual at any type of fitness facility.</p>
<b>Play Fit</b>	<p>Students will participate in game strategies/tactics and will demonstrate appropriate personal/social behavior while participating in a variety of dual, team and lifetime activities to enhance physical fitness levels and promote self-expression and enjoyment.</p>
<b>Challenge Course</b> <b>Physical Education</b>	<p>Students will develop leadership, cooperation, communication, problem solving, and teamwork skills through adventure-based programming. Students will evaluate their successes/failures and how it can be applied to real-life experiences.</p>
<b>Strength Conditioning</b>	<p>Students will demonstrate proper lifting techniques in the categories of core, auxiliary and machine lifts. Students will evaluate individual performance levels and implement a strength and conditioning program that is unique to the student. Students will also demonstrate proper protocol involved for any individual at any type of fitness facility.</p>



## Health Curriculum at a Glance

Grade Level or Course	Purpose Statement
<b>Kindergarten Health</b>	Students will identify personal and social responsibility skills for hygiene, emotions, health, and safety.
<b>1<sup>st</sup> Grade Health</b>	Students will identify behaviors that improve health and/or avoid health risks, prevent the spread of disease, and identify and control emotions.
<b>2<sup>nd</sup> Grade Health</b>	Students will identify and demonstrate the ability to access resources at school that can enhance health and reduce health risks. Students will identify characteristics of effective communication for expressing needs, wants and feelings. Students will identify situations where assistance is needed with simple health problems and decisions.
<b>3<sup>rd</sup> Grade Health</b>	Students will describe school and community resources that avoid/reduce health risks and the steps of effective communication. Students will explain simple steps for problem solving and decision-making.
<b>4<sup>th</sup> Grade Health</b>	Students will describe trusted resources at school and in the community to enhance health, the steps of effective communication and refusal skills, and demonstrate simple steps for problem solving and decision-making.
<b>5<sup>th</sup> Grade Health</b>	With assistance, students will use given information on health-related topics; apply communication, problem solving, decision-making skills and personal and social responsibility to enhance health or avoid health risks.
<b>6<sup>th</sup> Grade Health</b>	Students will access information on health related topics and apply skills, communication, problem-solving, decision-making, and personal and social responsibility, to enhance health and reduce or avoid health risks.
<b>7<sup>th</sup> Grade Health</b>	Students will analyze health information, products, and resources; explain and demonstrate problem solving, decision-making, communication skills, and personal and social responsibility to enhance health and reduce health risks.

**9<sup>th</sup> Grade Health**

Students will evaluate health information, products and resources; apply, analyze, and evaluate problem solving and decision-making skills. Students will demonstrate, evaluate and delineate effective communication skills and personal/social responsibility to enhance health and reduce health risks.

## Kindergarten Physical Education

Purpose Statement:	Students will attempt specific loco-motor, body control and manipulative skills in an individual practice (walk, run, skip, gallop, hop/jump). Students will attempt personal fitness assessments.
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### Benchmarks:

PEK.1	Students will follow rules and safe practices, and interact positively while participating in physical activities.	Physical Education Standard Reference
PEK.1.1	Follow rules and safe practices.	2.3.1
PEK.1.2	Demonstrate socially responsible behavior (for example: waiting their turn, inside voice, appropriate use of equipment).	2.3.2
PEK.1.3	Work hard in physical activities and discover physical activities that promote self-expression and positive social interaction.	2.3.3 2.3.4

PEK.2	Students will participate in Fitness-gram testing.	Physical Education Standard Reference
PEK.2.1	Attempt fitness testing.	2.1.1

PEK.3	Students will attempt fundamental loco-motor skills and how they relate to space and relationships (walk, run, skip, gallop, hop/jump).	Physical Education Standard Reference
PEK.3.1	Attempt loco-motor skills. (walk, run, skip, gallop, hop/jump).	2.1.1 2.1.5
PEK.3.2	Attempt fundamental movement concepts related to space and relationships (for example: move in general/personal space safely).	2.1.4 2.1.8

PEK.4	Students will attempt body control skills (balance, agility, rolling, landing).	Physical Education Standard Reference
PEK.4.1	Attempt balance activities.	2.1.6
PEK.4.2	Attempt body rolling.	2.1.2
PEK.4.3	Attempt landing.	2.2.2

# 1<sup>st</sup> Grade Physical Education

Purpose Statement:	Students are introduced to loco-motor, body control and manipulative skills in an individual practice. Students will participate in personal fitness assessments, and identify the 5 components of fitness and identify the benefits of physical activity.
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## Benchmarks:

PE1.1	Students will follow rules and safe practices, and interact positively while participating in physical activities.	Physical Education Standard Reference
PE1.1.1	Follow rules and safe practices.	2.3.1
PE1.1.2	Demonstrate socially responsible behavior (for example: waiting their turn, inside voice, appropriate use of equipment).	2.3.2
PE1.1.3	Work hard in physical activities and discover physical activities that promote self-expression and positive social interaction.	2.3.3 2.3.4

PE1.2	Students will identify the five components of fitness, identify current fitness levels, and benefits of physical activity	Physical Education Standard Reference
PE1.2.1	Identify the five components of fitness.	2.2.3
PE1.2.2	Identify current levels of personal fitness.	2.2.1
PE1.2.3	Identify benefits of physical activity.	2.2.2
PE1.2.4	Engage in a variety of physical activities to enhance fitness.	2.2.4

PE1.3	Students will identify and demonstrate fundamental loco-motor skills and how they relate to space and relationships.	Physical Education Standard Reference
PE1.3.1	Identify and demonstrate loco-motor skills.	2.1.1 2.1.5
PE1.3.2	Identify and demonstrate fundamental movement concepts related to space and relationships (for example: appropriate speed of movement).	2.1.4 2.1.8

PE1.4	Students will identify and demonstrate body control skills.	Physical Education Standard Reference
PE1.4.1	Identify body control skills.	2.1.6
PE1.4.2	Demonstrate body control skills (for example: rolling, landing, fluidity of movement).	2.1.2

PE1.5	Students identify and demonstrate manipulative skills.	Physical Education Standard Reference
PE1.5.1	Identify manipulative skill cues.	2.1.7
PE1.5.2	Demonstrate developing control of a variety of manipulative skills.	2.1.3

## 2<sup>nd</sup> Grade Physical Education

Purpose Statement:	Students will combine loco-motor and body control skills in partner practice. Students will demonstrate individual manipulative skills and explain the benefits of physical activity.
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### Benchmarks:

PE2.1	Students will follow rules and safe practices, and interact positively while participating in physical activities.	Physical Education Standard Reference
PE2.1.1	Follow rules and safe practices.	2.3.1
PE2.1.2	Demonstrate socially responsible behavior (for example: waiting their turn, inside voice, appropriate use of equipment).	2.3.2
PE2.1.3	Work hard in physical activities and discover physical activities that promote self-expression and positive social interaction.	2.3.3 2.3.4

PE2.2	Students will identify the five components of fitness, current levels of fitness, benefits of physical activity, and principles of fitness while engaging in a variety of physical activities.	Physical Education Standard Reference
PE2.2.1	Identify the five components of fitness	2.2.3
PE2.2.2	Identify current levels of personal fitness	2.2.1
PE2.2.3	Identify benefits of physical activity	2.2.2
PE2.2.4	Identify principles of fitness (F.I.T.T) .	2.2.3
PE2.2.5	Engage in a variety of physical activities to enhance fitness.	2.2.4

PE2.3	Students will identify and demonstrate loco-motor skills, fundamental movement concepts.	Physical Education Standard Reference
PE2.3.1	Identify and demonstrate loco-motor skills.	2.1.1 2.1.5
PE2.3.2	Identify and demonstrate fundamental movement concepts related to space, effort and relationships.	2.1.4 2.1.8

PE2.4		Students will identify and demonstrate body control skills.	Physical Education Standard Reference
	PE2.4.1	Identify body control skills.	2.1.6
	PE2.4.2	Demonstrate body control skills.	2.1.2

PE2.5		Students will identify manipulative skill cues and demonstrate developing manipulative skills.	Physical Education Standard Reference
	PE2.5.1	Identify manipulative skill cues.	2.1.7
	PE2.5.2	Demonstrate developing a variety of manipulative skills.	2.1.3

### 3<sup>rd</sup> Grade Physical Education

Purpose Statement:	Students will combine loco-motor and body control skills in small-sided practice. Students will demonstrate individual manipulative skills. Students will define principals of fitness (FITT) and the 5 components of fitness.
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#### Benchmarks:

PE3.1	Students will exhibit appropriate personal and social behavior within the physical activity setting to provide for a safe and positive learning environment.	Physical Education Standard Reference
PE3.1.1	Demonstrate an understanding of positive communication skills with teacher and peers.	5.3.2
PE3.1.2	Demonstrate appropriate safe practices and expectations for each activity.	5.3.1
PE3.1.3	Participate fully with all physical activities and demonstrates enjoyment in most.	5.3.3
PE3.1.4	Demonstrate self-expression and interacts positively with partners or small groups through physical activities.	5.3.4

PE3.2	Students will define each of the five components of fitness. Students will define body composition and principles of fitness in a variety of physical activities and identify their benefits.	Physical Education Standard Reference
PE3.2.1	Define each of the 5 components of fitness	5.2.3
PE3.2.2	Identify health benefits of physical activity.	5.2.2
PE3.2.3	Define principles of fitness (FITT).	5.2.3
PE3.2.4	Engage in a variety of physical activities to enhance fitness.	5.2.4

PE3.3	Students will demonstrate and describe loco-motor and body control skills.	Physical Education Standard Reference
PE3.3.1	Demonstrate a combination of loco-motor and body control skills.	5.1.1 5.1.2
PE3.3.2	Describe loco-motor skill cues, body control skill cues and principles of movement.	5.1.5 5.1.6



			5.1.8
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PE3.4	Students will demonstrate combinations of body control skills and describe body control skill cues.	Physical Education Standard Reference
PE3.4.1	Demonstrate a combination of body control skills.	5.1.2
PE3.4.2	Describe body control skill cues.	5.1.6

PE3.5	Students will describe and demonstrate manipulative skills and manipulative skill cues.	Physical Education Standard Reference
PE3.5.1	Describe manipulative skill cues.	5.1.7
PE3.5.2	Demonstrate a variety of manipulative skills.	5.1.3

## 4<sup>th</sup> Grade Physical Education

Purpose Statement:	Students will combine loco-motor, body control and manipulative skills in small-sided practice tasks. Students will explain principles of fitness, and the 5 components of fitness.
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### Benchmarks:

PE4.1	Students will exhibit appropriate personal and social behavior within the physical activity setting to provide for a safe and positive learning environment.	Physical Education Standard Reference
PE4.1.1	Demonstrate an understanding of positive communication skills with teacher and peers.	5.3.2
PE4.1.2	Demonstrate appropriate safe practices and expectations for each activity.	5.3.1
PE4.1.3	Participate fully with all physical activities and demonstrates enjoyment in most.	5.3.3
PE4.1.4	Demonstrate self-expression and interacts positively with partners or small groups through physical activities.	5.3.4

PE4.2	Students will explain the five components of fitness, principles of fitness in a variety of physical activities and identify their benefits.	Physical Education Standard Reference
PE4.2.1	Explain the five components for fitness	5.2.3
PE4.2.2	Identify health benefits of physical activity	5.2.2
PE4.2.3	Explain principles of fitness (FITT).	5.2.3
PE4.2.4	Assess current levels of personal health related fitness.	5.2.1
PE4.2.5	Engage in a variety of physical activities to enhance fitness.	5.2.4

PE4.3	Students will demonstrate and explain loco-motor and body control skill cues.	Physical Education Standard Reference
PE4.3.1	Demonstrate a combination of loco-motor and body control skills into movement patterns.	5.1.1 5.1.2
PE4.3.2	Explain loco-motor skill cues, body control skill cues and principles of movement.	5.1.5 5.1.6

			5.1.8
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PE4.4	Students will demonstrate and explain combinations of body control skills and cues.		Physical Education Standard Reference
PE4.4.1	Demonstrate a combination of body control skills.		5.1.2
PE4.4.2	Explain body control skill cues.		5.1.6

PE4.5	Students will demonstrate and explain manipulative skills and cues.		Physical Education Standard Reference
PE4.4.1	Demonstrate a variety of manipulative skills.		5.1.3
PE4.4.2	Explain manipulative skill cues.		5.1.7

## 5<sup>th</sup> Grade Physical Education

Purpose Statement:	Students will demonstrate fundamental movement concepts, fitness concepts, and personal and social behaviors through modified physical activities.
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### Benchmarks:

PE5.1	Students will exhibit appropriate personal and social behavior within the physical activity setting to provide for a safe and positive learning environment.	Physical Education Standard Reference
PE5.1.1	Demonstrate an understanding of positive communication skills with teacher and peers.	5.3.2
PE5.1.2	Demonstrate appropriate safe practices and expectations for each activity.	5.3.1
PE5.1.3	Participate fully with all physical activities and demonstrates enjoyment in most.	5.3.3
PE5.1.4	Demonstrate self-expression and interacts positively with partners or small groups through physical activities.	5.3.4

PE5.2	Students will engage in health enhancing physical activities and demonstrate knowledge of personal fitness levels, principles/components of fitness, and the impact of technology to enhance personal health.	Physical Education Standard Reference
PE5.2.1	Demonstrate positive communication, safe practices, follows rules and expectations	5.3.2
PE5.2.2	Assess personal levels of fitness.	5.2.1
PE5.2.3	Explain the principles/components of fitness (FITT, flexibility, cardiovascular endurance, muscular strength, muscular endurance and body composition) and practices of health-related fitness.	5.2.3
PE5.2.4	Identify the fitness principles/components of fitness in a variety of fitness related physical activities	5.2.2 5.2.4
PE5.2.5	Describe how a variety of fitness related products and technology are used to enhance personal health.	5.2.5
PE5.2.6	Engage in a variety of physical activities to enhance fitness.	5.2.4

PE5.3	Students will demonstrate use of loco-motor and body control skills to perform movement patterns in a variety of modified physical activities.	Physical Education Standard Reference
PE5.3.1	Demonstrate positive communication, safe practices, follows rules and expectations.	5.3.1 5.3.2
PE5.3.2	Demonstrate or explain elements of body control skills while participating in modified games or activities.	5.1.1 5.1.2 5.1.6
PE5.3.3	Demonstrate or explain tactics while participating in modified games or activities.	5.1.4 5.1.8
PE5.3.4	Demonstrate or explain elements of loco-motor skills while participating in modified games or activities.	5.1.1 5.1.5

PE5.4	Students will apply manipulative skills to perform movement patterns in a variety of modified physical activities.	Physical Education Standard Reference
PE5.4.1	Demonstrate positive communication, safe practices, follows rules and expectations	5.3.2
PE5.4.2	Explain or apply elements of manipulative skills while participating in modified games or activities.	5.1.3 5.1.7
PE5.4.3	Demonstrate or explain elements of body control skills while participating in modified manipulative games or activities.	5.1.2 5.1.6
PE5.4.4	Explain and apply tactics while participating in modified manipulative games or activities.	5.1.4 5.1.8
PE5.4.5	Demonstrate or explain elements of loco-motor skills while participating in modified manipulative games or activities.	5.1.5

## 6<sup>th</sup> Grade Physical Education

Purpose Statement:	Students will apply age appropriate movement concepts, fitness activities, and personal and social behaviors in a variety of diverse physical activities through modified individual, dual, team and lifetime activities.
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### Benchmarks:

PE6.1	Students will demonstrate or explain performance principles in a variety of modified individual physical activities.	Physical Education Standard Reference
PE6.1.1	Demonstrate rules and safe practices in a variety of individual physical activities.	8.3.1
PE6.1.2	Demonstrate or explain performance principles in a variety of individual physical activities.	8.1.1 8.1.6
PE6.1.3	Demonstrate confidence/independence and enjoyment/self-expression to enhance individual activities.	8.3.3 8.3.4
PE6.1.4	Demonstrate or explain tactics and strategies in a variety of individual physical activities.	8.1.5
PE6.1.5	Demonstrate or explain elements of manipulative skills in a variety of individual physical activities.	8.1.2

PE 6.2	Students will demonstrate or explain the principles/components of health-related fitness.	Physical Education Standard Reference
PE6.2.1	Monitor individual personal fitness levels.	8.2.1
PE6.2.2	Identify principles/components (FITT, cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) of health related fitness through fitness activities. Using fitness activities make connections to the principles /components that they address.	8.2.3
PE6.2.3	Engage in a variety of physical activities that enhance health-related fitness.	8.2.4
PE6.2.4	Explain how fitness-related products, technology and resources can improve your health and fitness literacy.	8.2.5

PE6.3		Students will demonstrate or explain performance principles in a variety of modified dual physical activities.	Physical Education Standard Reference
	PE6.3.1	Demonstrate rules and safe practices in a variety of dual physical activities.	8.3.1
	PE6.3.2	Demonstrate or explain performance principles in a variety of dual physical activities.	8.1.1 8.1.6
	PE6.3.3	Demonstrate confidence/independence and enjoyment/self-expression to enhance dual physical activities.	8.3.3 8.3.4
	PE6.3.4	Communicate effectively to promote respect and conflict resolution in dual physical activity settings.	8.3.2
	PE6.3.5	Demonstrate or explain tactics and strategies in a variety of dual physical activities.	8.1.5
	PE6.3.6	Demonstrate or explain elements of manipulative skills in a variety of dual physical activities.	8.1.2

PE 6.4		Students will demonstrate or explain performance principles in a variety of modified team physical activities.	Physical Education Standard Reference
	PE6.4.1	Demonstrate rules and safe practices in a variety of modified team physical activities.	8.3.1
	PE6.4.2	Demonstrate or explain performance principles in a variety of modified team physical activities.	8.1.1 8.1.6
	PE6.4.3	Demonstrate confidence/independence and enjoyment/self-expression to enhance modified team physical activities.	8.3.3 8.3.4
	PE6.4.4	Communicate effectively to promote respect and conflict resolution in modified team physical activity settings.	8.3.2
	PE6.4.5	Demonstrate or explain tactics and strategies in a variety of modified team physical activities.	8.1.4
	PE6.4.6	Demonstrate or explain elements of manipulative skill in modified team physical activities.	8.1.2

PE 6.5		Students will demonstrate or explain performance principles in a variety of lifetime physical activities.	Physical Education Standard Reference
	PE6.5.1	Demonstrate rules and safe practices in a variety of lifetime physical activities.	8.3.1
	PE6.5.2	Demonstrate or explain performance principles in a variety of lifetime physical activities.	8.1.1 8.1.6
	PE6.5.3	Demonstrate confidence/independence and enjoyment/self-expression to enhance a variety of lifetime physical activities.	8.3.3 8.3.4
	PE6.5.4	Communicate effectively to promote respect and conflict resolution in lifetime physical activity settings.	8.3.2
	PE6.5.5	Demonstrate or explain tactics and strategies in a variety of lifetime physical activities.	8.1.5
	PE6.5.6	Demonstrate or explain elements of manipulative skills in a variety of lifetime physical activities.	8.1.2



## 7<sup>th</sup> Grade PE I

Purpose Statement:	Students will demonstrate or explain age appropriate skills relating to movement concepts, fitness activities, and personal/social behavior to enhance overall wellness.
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### Benchmarks:

PE7.1	Students will demonstrate or explain performance principles in a variety of individual physical activities.	Physical Education Standard Reference
PE7.1.1	Demonstrate rules and safe practices in a variety of individual physical activities.	8.3.1
PE7.1.2	Demonstrate or explain performance principles in a variety of individual physical activities.	8.1.5
PE7.1.3	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance individual physical activities.	8.3.2 8.3.3 8.3.4
PE7.1.4	Demonstrate or explain tactics and strategies in a variety of individual physical activities.	8.1.8
PE7.1.5	Reach and maintain target heart zone while participating in a variety of individual physical activities.	8.2.1 8.2.3 8.2.4

PE7.2	Students will demonstrate or explain movement skills in a variety of dual physical activities.	Physical Education Standard Reference
PE7.2.1	Demonstrate rules and safe practices in a variety of dual physical activities.	8.3.1
PE7.2.2	Demonstrate or explain movement skills in a variety of dual physical activities.	8.1.1
PE7.2.3	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance a variety of dual physical activities.	8.3.2 8.3.3 8.3.4
PE7.2.4	Demonstrate or explain tactics and strategies in a variety of dual physical activities.	8.1.4 8.1.8
PE7.2.5	Reach and maintain target heart zone while participating in a variety of dual physical activities.	8.2.1 8.2.3

			8.2.4
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PE7.3		Students will demonstrate or explain specialized skills in a variety of modified team physical activities.	Physical Education Standard Reference
	PE7.3.1	Demonstrate rules and safe practices in a variety of modified team physical activities.	8.3.1
	PE7.3.2	Demonstrate or explain specialized skills in a variety of modified team physical activities.	8.1.7
	PE7.3.3	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance modified team physical activities.	8.3.2 8.3.3 8.3.4
	PE7.3.4	Demonstrate or explain tactics and strategies in a variety of modified team physical activities.	8.1.8
	PE7.3.5	Reach and maintain target heart zone while participating in a variety of modified team physical activities.	8.2.1 8.2.3 8.2.4

PE7.4		Students will demonstrate or explain manipulative skills in a variety of lifetime physical activities.	Physical Education Standard Reference
	PE7.4.1	Demonstrate rules and safe practices in a variety of lifetime physical activities.	8.3.1
	PE7.4.2	Demonstrate or explain manipulative skills in a variety of lifetime physical activities.	8.1.2
	PE7.4.3	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance lifetime physical activities.	8.3.2 8.3.3 8.3.4
	PE7.4.4	Demonstrate or explain tactics and strategies in a variety of lifetime physical activities.	8.1.8
	PE7.4.5	Reach and maintain target heart zone while participating in a variety of lifetime physical activities.	8.2.1 8.2.3 8.2.4

PE7.5		Students will demonstrate or explain principles/components of health related fitness.	Physical Education Standard Reference
	PE7.5.1	Identify and define principles/components of health related fitness.	8.2.3 8.2.4
	PE7.5.2	Apply principles/components of health related fitness.	8.2.3 8.2.4
	PE7.5.3	Explain the health benefits associated with a variety of physical activities.	8.2.2
	PE7.5.4	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance fitness activities.	8.3.2 8.3.3 8.3.4
	PE7.5.5	Reach and maintain target heart zone while participating in a variety of physical activities.	8.2.1 8.2.3 8.2.4

## 8<sup>th</sup> Grade PE II

Purpose Statement:	Students will perform or analyze age appropriate skills/programs relating to movement concepts, fitness activities, and personal/social behavior to enhance overall wellness.
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### Benchmarks:

PE8.1	Students will apply or analyze performance principles in a variety of individual physical activities.	Physical Education Standard Reference
PE8.1.1	Demonstrate rules and safe practices in a variety of individual physical activities.	8.3.1
PE8.1.2	Demonstrate or explain performance principles in a variety of individual physical activities.	8.1.5
PE8.1.3	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance a variety of individual physical activities.	8.3.2 8.3.3 8.3.4
PE8.1.4	Apply or analyze tactics and strategies in a variety of individual physical activities.	8.1.5 8.1.8
PE8.1.5	Reach and maintain target heart zone while participating in a variety of individual physical activities.	8.2.1 8.2.3 8.2.4

PE8.2	Students will apply or analyze movement skills in a variety of dual physical activities.	Physical Education Standard Reference
PE8.2.1	Demonstrate rules and safe practices in a variety of dual physical activities.	8.3.1
PE8.2.2	Demonstrate or explain movement skills and patterns in a variety of dual physical activities.	8.1.1
PE8.2.3	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance dual physical activities.	8.3.2 8.3.3 8.3.4
PE8.2.4	Apply or analyze tactics and strategies in a variety of dual physical activities.	8.1.5 8.1.8
PE8.2.5	Compare/contrast skills used in a variety of dual physical activities.	8.1.6

	PE8.2.6	Reach and maintain target heart zone while participating in a variety of dual physical activities.	8.2.1 8.2.3 8.2.4
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PE8.3		Students will apply or analyze specialized manipulative skills in a variety of modified team physical activities.	Physical Education Standard Reference
	PE8.3.1	Demonstrate rules and safe practices in a variety of modified team physical activities.	8.3.1
	PE8.3.2	Demonstrate or analyze specialized manipulative skills in a variety of modified team physical activities.	8.1.2 8.1.7
	PE8.3.3	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance modified team activities.	8.3.2 8.3.3 8.3.4
	PE8.3.4	Apply or analyze tactics and strategies in a variety of modified team physical activities.	8.1.4 8.1.8
	PE8.3.5	Reach and maintain target heart zone while participating in a variety of modified team physical activities.	8.2.1 8.2.3 8.2.4

PE8.4		Students will apply or analyze specialized skills in a variety of lifetime physical activities.	Physical Education Standard Reference
	PE8.4.1	Demonstrate rules and safe practices in a variety of lifetime physical activities.	8.3.1
	PE8.4.2	Demonstrate or explain specialized skills in a variety of lifetime physical activities.	8.1.3
	PE8.4.3	Demonstrate skills used for different movement patterns in a variety of lifetime physical activities.	8.1.1
	PE8.4.4	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance lifetime physical activities.	8.3.2 8.3.3 8.3.4
	PE8.4.5	Apply or analyze tactics and strategies in a variety of lifetime physical activities.	8.1.5 8.1.8
	PE8.4.6	Reach and maintain target heart zone while participating in a variety of lifetime physical activities.	8.2.1 8.2.3 8.2.4

PE8.5		Students will apply and explain principles/components of health related fitness to enhance wellness.	Physical Education Standard Reference
	PE8.5.1	Identify principles/components of health related fitness.	8.2.3 8.2.4
	PE8.5.2	Define principles/components of health related fitness.	8.2.3 8.2.4
	PE8.5.3	Differentiate the health benefits associated with a variety of physical activities.	8.2.2
	PE8.5.4	Explain fitness-related products, technology, and resources related to fitness literacy.	8.2.5
	PE8.5.5	Demonstrate effective communication skills, confidence/independence and enjoyment/self-expression to enhance wellness.	8.3.2 8.3.3 8.3.4
	PE8.5.6	Apply principles/components of health related fitness in a variety of physical activities.	8.2.3 8.2.4
	PE8.5.7	Reach and maintain target heart zone while participating in a variety of physical activities.	8.2.1 8.2.3 8.2.4
	PE8.5.8	Create a personal fitness plan using current levels of physical fitness.	8.2.1 8.2.3 8.2.4

# Physical Education

## PE1

### PE1 Swim

Purpose Statement:	Students will assess their individual physical fitness levels in the five health related fitness components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition). Students will set goals and evaluate progress related to the fitness components while participating in individual; dual, lifetime and team activities that help enhance physical fitness levels and promote self-expression and enjoyment.
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#### Benchmarks:

PE9.1	Students will evaluate current fitness level and set goals to monitor progress in regards to the five health related components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition) to enhance health. Students will apply criteria to critique the use of health products and resources related to their fitness goals.	Physical Education Standard Reference
PE9.1.1	Identify the five health related components of fitness.	12.2.2
PE9.1.2	Evaluate the benefits of the five health related components of fitness.	12.2.2
PE9.1.3	Complete the pre-test fitness testing for each of the five health related components of fitness and analyze pre-test fitness results.	12.2.1 12.2.3
PE9.1.4	Set fitness goals based on analysis of pre-test results.	12.2.1 12.3.3
PE9.1.5	Complete the post-test fitness testing for each of the five health related components of fitness and analyze pre and post fitness data for each of the five health related components of fitness and justify why goals were attained or not attained.	12.2.1 12.2.3
PE9.1.6	Apply criteria to critique fitness related products, technology and resources to enhance health.	12.2.5

PE9.2		Students will monitor and maintain their target heart rate zone while participating in individual activities. They will apply tactical concepts, specialized skills and performance principles and will evaluate activities that promote self-expression and enjoyment to enhance health.	Physical Education Standard Reference
	PE9.2.1	Participate in a variety of individual activities to promote individual fitness.	12.2.4
	PE9.2.2	Apply and evaluate specialized skills, performance principles, tactical concepts, and strategies in a variety of individual physical activities.	12.1.3 12.1.5 12.1.7 12.1.8
	PE9.2.3	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in a variety of individual physical activities.	12.3.1 12.3.2
	PE9.2.4	Evaluate individual physical activities that help promote self-expression and enjoyment.	12.3.3 12.3.4
	PE9.2.5	Reach and maintain target heart rate zone while participating in a variety of individual physical activities.	12.2.1 12.2.3 12.2.4

PE9.3		Students will monitor and maintain their target heart rate zone while participating in a variety of dual physical activities. Students will apply tactical concepts, specialized skills and performance principles; and, will evaluate dual physical activities that promote self-expression and enjoyment to enhance health.	Physical Education Standard Reference
	PE9.3.1	Identify and participate in a variety of dual physical activities to promote physical fitness	12.2.4
	PE9.3.2	Apply and evaluate specialized skills, performance principles, tactical concepts, and strategies in a variety of dual physical activities	12.1.3 12.1.5 12.1.7 12.1.8
	PE9.3.3	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in a variety of dual physical activities	12.3.1 12.3.2
	PE9.3.4	Evaluate a variety of dual physical activities that help promote self-expression and enjoyment	12.3.3 12.3.4



	PE9.3.5	Reach and maintain target heart rate zone while participating in a variety of dual physical activities	12.2.1 12.2.3 12.2.4
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	PE9.4	Students will monitor and maintain their target heart rate zone while participating in a variety of physical team activities. Students will apply tactical concepts/strategies, specialized manipulative skills, performance principles, and specialized skills; and, will evaluate team physical activities that promote self-expression and enjoyment to enhance health.	Physical Education Standard Reference
	PE9.4.1	Identify and participate in a variety of physical team activities to promote physical fitness	12.2.4
	PE9.4.2	Apply and evaluate specialized skills, performance principles, tactical concepts, and strategies in a variety of physical team activities	12.1.3 12.1.5 12.1.7 12.1.8
	PE9.4.3	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in a variety of team physical activities	12.3.1 12.3.2
	PE9.4.4	Evaluate physical team activities that help promote self-expression and enjoyment	12.3.3 12.3.4
	PE9.4.5	Reach and maintain target heart rate zone while participating in in a variety of physical team activities	12.2.1 12.2.3 12.2.4
	PE9.4.6	Demonstrate movement skills and patterns in a specialized setting (for example project adventure, pool, weight room)	12.1.1

	PE9.5	Students will monitor and maintain their target heart rate zone while participating in a variety of lifetime physical activities. Students will apply tactical concepts, specialized skills and performance principles; and, will evaluate lifetime physical activities that promote self-expression and enjoyment to enhance health.	Physical Education Standard Reference
	PE9.5.1	Identify and participate in lifetime activities to promote physical fitness	12.2.4

	PE9.5.2	Apply and evaluate specialized skills, performance principles, tactical concepts, and strategies in a variety of lifetime physical activities	12.1.3 12.1.5 12.1.7 12.1.8
	PE9.5.3	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in a variety of lifetime physical activities	12.3.1 12.3.2
	PE9.5.4	Evaluate a variety of lifetime physical activities that help promote self-expression and enjoyment	12.3.3 12.3.4
	PE9.5.5	Reach and maintain target heart rate zone while participating in a variety of lifetime physical activities	12.2.1 12.2.3 12.2.4

## Advanced Aquatics

Purpose Statement:	Students will engage in a variety of aquatic activities that include individual, dual and team activities which will incorporate the five health related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition). Students will complete certification of lifeguarding and/or scuba diving.
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### Benchmarks:

AA.1	Students will analyze current fitness levels, set goals and evaluate progress in regards to the five health related components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition).	Physical Education Standard Reference
AA.1.1	Evaluate the benefits of the five health related components of fitness.	12.2.2
AA.1.2	Complete the pre-test fitness testing for each of the five health related components of fitness and analyze pre-test fitness results.	12.2.1 12.2.3
AA.1.3	Set fitness goals based on analysis of pre-test results.	12.2.1 12.3.3
AA.1.4	Complete the post-test fitness testing for each of the five health related components of fitness and analyze pre and post fitness data for each of the five health related components of fitness and justify why goals were attained or not attained.	12.2.3

AA.2	Students will demonstrate appropriate personal and social behavior while participating in individual activities to help promote physical fitness; evaluate activities that promote self-expression and enjoyment.	Physical Education Standard Reference
AA.2.1	Identify and participate in individual activities to promote physical fitness.	12.2.4
AA.2.2	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures).	12.3.1 12.3.2
AA.2.3	Evaluate individual activities that help promote self-expression and enjoyment.	12.3.3 12.3.4

AA.3		Students will apply tactical concepts, specialized skills and performance principles in dual activities and will evaluate activities that promote self-expression and enjoyment while demonstrating appropriate personal and social behavior.	Physical Education Standard Reference
	AA.3.1	Participate in dual activities to promote physical fitness.	12.2.4
	AA.3.2	Apply tactical concepts and performance principles in dual activities.	12.1.3 12.1.5 12.1.7 12.1.8
	AA.3.3	Demonstrate and evaluate specialized skills, tactics and strategies in dual activities.	12.1.8
	AA.3.4	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures).	12.3.1 12.3.2
	AA.3.5	Evaluate dual activities that help promote self-expression and enjoyment.	12.3.3 12.3.4

AA.4		Students will apply tactical concepts, specialized skills, manipulative skills and performance principles in team activities and will evaluate activities that promote self-expression and enjoyment while demonstrating appropriate personal and social behavior.	Physical Education Standard Reference
	AA.4.1	Participate in team activities to promote physical fitness	12.2.4
	AA.4.2	Apply tactical concepts and performance principles in team activities	12.1.4 12.1.6 12.1.8
	AA.4.3	Demonstrate and evaluate specialized skills, tactics, strategies and manipulative skills in team activities	12.1.2 12.1.8
	AA.4.4	Demonstrate appropriate personal and social behavior.	12.3.1 12.3.2
	AA.4.5	Evaluate team activities that help promote self-expression and enjoyment	12.3.3 12.3.4
	AA.4.6	Demonstrate movement skills and patterns in a specialized setting (for example project adventure, pool, weight room)	12.1.1

AA.5	Students will complete written and live demonstration of scuba and or lifeguard certification.	Physical Education Standard Reference
	AA.5.1 Please reference given certification requirements.	

## Choice-Based Fitness

Purpose Statement:	Students will independently design a program according to the FITT principle and the 5 health related components of fitness. Students will also demonstrate and apply the importance of safety, technique (performance and spotting), as well as the proper protocol involved for any individual at any type of fitness facility.
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### Benchmarks:

CB.1	Students will analyze current fitness levels, set goals and evaluate progress in regards to the five health related components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition) according to the FITT principle and design a personal fitness plan to enhance overall health.	Physical Education Standard Reference
CB.1.1	Complete the pre-test fitness testing for each of the five health related components of fitness and analyze pre-test fitness results.	12.2.1 12.2.3
CB.1.2	Set fitness goals based on analysis of pre-test results.	12.2.1 12.3.3
CB.1.3	Complete the post-test fitness testing for each of the five health related components of fitness and analyze pre and post fitness data and justify why goals were attained or not attained.	12.2.3
CB.1.4	Create, monitor and evaluate a personal fitness plan to enhance overall health.	12.2.1 12.2.3

CB.2	Students will monitor and maintain their target heart rate zone while participating in individual, dual, team, or lifetime activities. Students will evaluate activities that promote self-expression and enjoyment.	Physical Education Standard Reference
CB.2.1	Identify and participate in individual, dual, team, or lifetime activities to promote physical fitness.	12.2.4
CB.2.2	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in individual, dual, team or lifetime activities.	12.3.1 12.3.2

	CB.2.3	Reach and maintain target heart rate zone while participating in individual, dual, team or lifetime activities.	12.2.1 12.2.3 12.2.4
	CB.2.4	Apply tactical concepts/strategies and performance principles when lifting and spotting.	12.1.4 12.1.5

## Play Fit

Purpose Statement:	Students will participate in game strategies/tactics and will demonstrate appropriate personal/social behavior while participating in a variety of dual, team and lifetime activities to enhance physical fitness levels and promote self-expression and enjoyment.
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### Benchmarks:

PF.1		Students will monitor and maintain their target heart rate zone while participating in dual activities. Students will apply tactical concepts, specialized skills and performance principles and will evaluate activities that promote self-expression and enjoyment.	Physical Education Standard Reference
	PF.1.1	Participate in dual activities to promote physical fitness.	12.2.4
	PF.1.2	Apply tactical concepts and performance principles in dual activities.	12.1.3 12.1.5 12.1.7 12.1.8
	PF.1.3	Demonstrate and evaluate specialized skills, tactics and strategies in dual activities.	12.1.8
	PF.1.4	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in dual activities.	12.3.1 12.3.2
	PF.1.5	Evaluate dual activities that help promote self-expression and enjoyment.	12.3.3 12.3.4
	PF.1.6	Reach and maintain target heart rate zone while participating in dual activities.	12.2.1 12.2.3 12.2.4

PF.2		Students will monitor and maintain their target heart rate zone while participating in team activities. Students will apply tactical concepts, specialized skills, performance principles and manipulative skills and will evaluate activities that promote self-expression and enjoyment.	Physical Education Standard Reference
	PF.2.1	Participate in team activities to promote physical fitness	12.2.4



	PF.2.2	Apply tactical concepts and performance principles in team activities	12.1.4 12.1.6 12.1.8
	PF.2.3	Demonstrate and evaluate specialized skills, tactics, strategies and manipulative skills in team activities	12.1.2 12.1.8
	PF.2.4	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in team activities	12.3.1 12.3.2
	PF.2.5	Demonstrate movement skills and patterns in a specialized setting (for example project adventure, pool, weight room)	12.1.1
	PF.2.6	Reach and maintain target heart rate zone while participating in team activities	12.2.1 12.2.3 12.2.4
	PF.2.7	Evaluate team activities that help promote self-expression and enjoyment	12.3.3 12.3.4

PF.3		Students will monitor and maintain their target heart rate zone while participating in lifetime activities. Students will apply tactical concepts, specialized skills and performance principles and will evaluate activities that promote self-expression and enjoyment.	Physical Education Standard Reference
	PF.3.1	Participate in lifetime activities to promote physical fitness	12.2.4
	PF.3.2	Apply tactical concepts and performance principles in lifetime activities	12.1.4 12.1.6 12.1.8
	PF.3.3	Demonstrate and evaluate specialized skills, tactics, strategies and manipulative skills in lifetime activities	12.1.2 12.1.8
	PF.3.4	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in lifetime activities	12.3.1 12.3.2
	PF.3.5	Reach and maintain target heart rate zone while participating in lifetime activities	12.2.1 12.2.3 12.2.4
	PF.3.6	Evaluate lifetime activities that help promote self-expression and enjoyment	12.3.3 12.3.4

## Challenge Course Physical Education

Purpose Statement:	Students will develop leadership, cooperation, communication, problem solving, and teamwork skills through adventure-based programming. Students will evaluate their successes/failures and how it can be applied to real-life experiences.
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### Benchmarks:

CC.1		Students will demonstrate trust and effective communication techniques to enhance teamwork, collaboration skills, and problem solving while participating in a variety of activities.	Physical Education Standard Reference
	CC.1.1	Apply trust activities that enhance teamwork and collaboration.	12.3.1 12.3.2
	CC.1.2	Identify and demonstrate proper spotting techniques for a variety of activities.	12.3.1 12.3.2
	CC.1.3	Demonstrate safety, fairness and enjoyment while engaged in a variety of activities.	12.3.1 12.3.2 12.3.3 12.3.4
	CC.1.4	Identify verbal and non-verbal communication techniques to enhance the outcome of an activity.	HE 12.3.1 HE 12.3.2
	CC.1.5	Demonstrate effective communication techniques to enhance team work and collaboration.	HE 12.3.3
	CC.1.6	Analyze successes and/or failures of the outcome of an activity.	12.1.8

CC.2		Students will demonstrate effective communication techniques, teamwork, collaboration skills, and problem solving while participating in project adventure and group challenges.	Physical Education Standard Reference
	CC.2.1	Demonstrate participation in a variety of project adventure activities and group challenges (for example climbing, ropes course, aquatics, archery, etc.).	12.2.4
	CC.2.2	Demonstrate safety, fairness and enjoyment while engaged in a variety of activities.	12.3.1 12.3.2 12.3.3

			12.3.4
	CC.2.3	Identify verbal and non-verbal communication techniques to enhance the outcome of an activity.	HE 12.3.1 HE 12.3.2
	CC.2.4	Demonstrate effective communication techniques to enhance team work and collaboration.	HE 12.3.3
	CC.2.5	Demonstrate problem solving techniques in a variety of activities.	
	CC.2.6	Analyze successes and/or failures of the outcome of an activity.	12.1.8

CC.3	Students will demonstrate effective communication techniques, teamwork, collaboration skills, and problem solving while participating in a variety of individual activities (archery, geocaching, etc.).		Physical Education Standard Reference
	CC.3.1	Identify and participate in individual activities to promote problem solving, communication, teamwork and collaboration skills (for example archery, geocaching, etc.).	12.2.4
	CC.3.2	Apply tactical concepts and performance principles in individual activities.	12.1.3 12.1.5 12.1.7
	CC.3.3	Demonstrate and evaluate specialized skills, tactics and strategies in individual activities.	12.1.3 12.1.7 12.1.8
	CC.3.4	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in individual activities.	12.3.1 12.3.2
	CC.3.5	Analyze successes and/or failures of the outcome of an activity.	12.1.8

## Strength Conditioning

Purpose Statement:	Students will demonstrate proper lifting techniques in the categories of core, auxiliary and machine lifts. Students will evaluate individual performance levels and implement a strength and conditioning program that is unique to the student. Students will also demonstrate proper protocol involved for any individual at any type of fitness facility.
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### Benchmarks:

STC.1	Students will analyze current fitness levels, set goals, and evaluate progress in regards to the five health related components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) according to the FITT principle and design a personal fitness plan to enhance overall health.	Physical Education Standard Reference
STC.1.1	Complete pre-test fitness testing for each of the five health related components of fitness and analyze pre-test fitness results and set appropriate fitness goals.	12.2.1 12.2.3 12.3.3
STC.1.2	Complete post-test fitness testing for each of the five health related components of fitness and analyze pre and post fitness data and justify why goals were attained or not attained.	12.2.3
STC.1.3	Create, monitor and evaluate a personal fitness plan to enhance overall health.	12.2.1 12.2.3

STC.2	Students will monitor and maintain their target heart rate zone while participating in strength/conditioning activities. Students will apply tactical concepts, specialized skills, and performance principles; and, will evaluate activities that promote self-expression and enjoyment.	Physical Education Standard Reference
STC.2.1	Identify and participate in strength/conditioning activities to enhance physical fitness.	12.2.4
STC.2.2	Apply tactical concepts and performance principles in strength/conditioning activities.	12.1.3 12.1.5 12.1.7
STC.2.3	Demonstrate and evaluate specialized skills, tactics and strategies in strength/conditioning activities.	12.1.3

			12.1.7 12.1.8
	STC.2.4	Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures).	12.3.1 12.3.2
	STC.2.5	Apply tactical concepts/strategies and performance principles when lifting and spotting.	12.1.4 12.1.5
	STC.2.6	Reach and maintain target heart rate zone while participating in strength/conditioning activities.	12.2.1 12.2.3 12.2.4
	STC.2.7	Evaluate strength/conditioning activities that help promote self-expression and enjoyment.	12.3.3 12.3.4

## Kindergarten

Purpose Statement:	Students will identify personal and social responsibility skills for hygiene, emotions, health, and safety.
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### Benchmarks:

HK.1	Students will identify behaviors that show personal hygiene.	Health Standard Reference
HK.1.1	Demonstrate the steps for hand washing.	2.4.3
HK.1.2	Demonstrate how to cover coughs and sneezes to prevent the spread of germs.	2.4.3
HK.1.3	Identify techniques for effective oral hygiene.	2.4.3
HK.1.4	Identify additional strategies for personal hygiene (i.e. take a bath, brush hair, wash clothes, etc.).	2.4.3

HK.2	Students will identify emotions and how to treat self and others.	Health Standard Reference
HK.2.1	Identify what causes anger.	2.4.4
HK.2.2	Identify ways to express anger in a healthy way.	2.4.4 2.4.5
HK.2.3	Identify ways to work well with peers (i.e. taking turns, "I" messages, etc.).	2.4.4 2.4.5

HK.3	Students will identify behaviors that will improve or maintain personal health.	Health Standard Reference
HK.3.1	Identify the 5 food groups.	2.4.1
HK.3.2	Identify benefits of eating from each food group.	2.4.2

HK.4	Students will identify behaviors that will help in personal safety.	Health Standard Reference
HK.4.1	Identify ways to stay safe around strangers.	2.3.3
HK.4.2	Identify personal information (I.E. phone number, address).	2.1.4

**Note:** The following content areas must be covered between first and second grades: personal health (hygiene), fitness, nutrition, dental care, disease prevention, bullying, feelings/stress management, safety, tobacco and caffeine. It is up to the teacher to decide in which units to include the content.

## 1<sup>st</sup> Grade Health

Purpose Statement:	Students will identify behaviors that improve health and/or avoid health risks, prevent the spread of disease, and identify and control emotions.
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Benchmarks:

H1.1	Students will identify behaviors that prevent the spread of disease.	Health Standard Reference
H1.1.1	Identify the steps for hand washing.	2.4.3
H1.1.2	Identify how to cover coughs and sneezes to prevent the spread of germs.	2.4.3
H1.1.3	Identify how immunizations prevent spread of disease.	2.4.3

H1.2	Students will recognize and accurately label emotions and how they are linked to behavior.	Health Standard Reference
H1.2.1	Identify emotions.	2.4.4
H1.2.2	Identify techniques for managing anger.	2.4.4 2.4.5
H1.2.3	Identify techniques for managing stress.	2.4.4 2.4.5

H1.3	Students will identify behaviors that will improve or maintain personal health and reduce/avoid health risks.	Health Standard Reference
H1.3.1	Identify the 5 food groups and the foods that belong in them.	2.4.1
H1.3.2	Demonstrate the steps for brushing teeth.	2.4.2
H1.3.3	Identify behaviors for personal care (for example: first aid, shower, deodorant).	2.4.1

HK1.4	Identify how to respond to unwanted situations and express needs, wants, and feelings	Health Standard Reference
H1.4.1	Identify ways to express needs, wants and feelings.	2.3.1



	H1.4.2	Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations (for example: stranger danger, good touch bad touch).	2.3.3
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**Note:** The following content areas must be covered between first and second grades: personal health (hygiene), fitness, nutrition, dental care, disease prevention, bullying, feelings/stress management, safety, tobacco and caffeine. It is up to the teacher to decide in which units to include the content.

## 2<sup>nd</sup> Grade Health

Purpose Statement:	Students will identify and demonstrate the ability to access resources at school that can enhance health and reduce health risks. Students will identify characteristics of effective communication for expressing needs, wants and feelings. Students will identify situations where assistance is needed with simple health problems and decisions.
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### Benchmarks:

H2.1	Students will identify people who can help enhance health and reduce health risks and how to locate and contact each person/resources.	Health Standard Reference
H2.1.1	Identify people/resources who can help enhance health.	2.1.1
H2.1.2	Identify people/resources who can help reduce health risks.	2.1.2
H2.1.3	Demonstrate the ability to locate help at school to reduce/avoid health risks.	2.1.3
H2.1.4	Identify ways to locate help for health or safety emergencies.	2.1.4

H2.2	Students will identify how to express emotions, the characteristics of communication.	Health Standard Reference
H2.2.1	Identify the steps for effective communication, for the purpose of expressing needs, wants and feelings.	2.3.2
H2.2.2	Identify characteristics of effective listening.	2.3.4

H2.3	Students will identify health related problems and examine who can help make a decision and how it will affect themselves and others. Students will describe how family can influence decisions.	Health Standard Reference
H2.3.1	Identify where a health related decision is needed.	2.2.1
H2.3.2	Recognize when help is needed to make a decision.	2.2.2
H2.3.4	Describe how decisions can affect self and others.	2.2.3
H2.3.5	Describe how family can influence decisions about health.	2.2.4

	H2.3.6	Recognize health related problems that exist at home and school.	2.2.5
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H2.4	Students will identify why goals are important, describe how we are similar and different, and recognize how our behaviors affect others.		Health Standard Reference
	H2.4.1	Identify and describe why health goals are important to enhance health.	2.4.6 2.4.7
	H2.4.2	Describe ways people are similar and different.	2.4.8
	H2.4.3	Recognize how individual health behaviors affect others.	2.4.9

**Note:** The following content areas must be covered between first and second grades: personal health (hygiene), fitness, nutrition, dental care, disease prevention, bullying, feelings/stress management, safety, tobacco and caffeine. It is up to the teacher to decide in which units to include the content.

## 3<sup>rd</sup> Grade Health

Purpose Statement:	Students will describe school and community resources that avoid/reduce health risks and the steps of effective communication. Students will explain simple steps for problem solving and decision-making.
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### Benchmarks:

H3.1	Students will explain behaviors that prevent the spread of disease.	Health Standard Reference
H3.1.1	Explain behaviors that prevent the spread of germs.	4.4.3
H3.1.2	Explain behaviors that prevent illness at school.	4.4.3
H3.1.3	Explain behaviors that prevent personal illness when a family member/friend is sick at home or community.	4.4.3

H3.2	Students will describe and explain emotions, their causes and identify appropriate ways to manage them. Students will describe verbal and non-verbal communication.	Health Standard Reference
H3.2.1	Describe a range of emotions and situations that cause them.	4.4.4
H3.2.2	Explain and demonstrate how to express emotions in a socially acceptable way.	4.4.5
H3.2.3	Identify ways to manage emotions.	4.4.5
H3.2.4	Describe verbal and non-verbal communication to avoid/reduce health risks.	4.3.1

H3.3	Students will explain and demonstrate how to get help in an emergency including when assistance is needed and how to access available resources.	Health Standard Reference
H3.3.1	Explain who/what resources to access in an emergency.	4.1.1
H3.3.2	explain who and when resources are needed for emergencies that occur at school.	4.1.1
H3.3.3	Demonstrate the ability to access trusted adults at school that can help reduce your risk of injury or illness.	4.1.2

	H3.3.4	Demonstrate the ability to access trusted adults in the community that can help reduce your risk of injury or illness.	4.1.2
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H3.4		Students will explain a decision-making process, potential outcomes for their choices and identify adults that can help them avoid/reduce health risks.	Health Standard Reference
	H3.4.1	Identify trusted resources that can help avoid/reduce health risks at school and in the community	4.1.1
	H3.4.2	Explain when assistance is needed for health related decisions.	4.2.2
	H3.4.3	Explain the steps of a decision making process to avoid/reduce health risks.	4.2.4
	H3.4.4	Explain potential outcomes for each option when making a health related decision.	4.2.5

**Note:** The following content areas must be covered between third and fourth grades: personal health (hygiene), fitness, nutrition, dental care, disease prevention, bullying, feelings/stress management, safety, and tobacco and caffeine. It is up to the teacher to decide in which units to include the content.

## 4<sup>th</sup> Grade Health

Purpose Statement:	Students will describe trusted resources at school and community to enhance health, the steps of effective communication and refusal skills, and demonstrate simple steps for problem solving and decision-making.
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### Benchmarks:

H4.1	Students will explain how to access resources in school and community. Students will explain and apply a simple decision making process to enhance health. Students will describe and explain simple health problems.	Health Standard Reference
H4.1.1	Explain trusted resources that can help enhance health at school and in the community.	4.1.1
H4.1.2	Demonstrate the ability to access trusted resources in school and community.	4.1.3
H4.1.3	Explain the process and outcomes of a health enhancing decision.	4.2.4 4.2.5
H4.1.4	Describe the influence peers may have on decision-making.	4.2.6
H4.1.5	Describe healthy options to health related issues or problems.	4.2.7
H4.1.6	Explain strategies for solving simple health problems that exist at home or school.	4.2.8

H4.2	Students will demonstrate verbal and non-verbal communication in a simple communication process to enhance health and avoid/reduce health risks.	Health Standard Reference
H4.2.1	Demonstrate basic listening skills.	4.3.4
H4.2.2	Demonstrate verbal and non-verbal communication.	4.3.1
H4.2.3	Demonstrate the process for effective communication.	4.3.2
H4.2.4	Demonstrate the process for using refusal skills to avoid/reduce health risks.	4.3.3

H4.3		Students will describe and illustrate situations that can help/hinder healthy choices and how decisions may affect self and others.	Health Standard Reference
	H4.3.1	Describe situations that help/hinder healthy choices.	4.2.1
	H4.3.2	Illustrate how health related decisions may affect self/others.	4.2.3
	H4.3.3	Describe how peers can influence your decisions.	4.2.6
	H4.3.4	Describe how to work effectively with those who are different than you.	4.4.8
	H4.3.5	Define bullying and the role of the aggressor.	4.4.9

H4.4		Students will set and monitor a personal health goal using a simple goal setting process.	Health Standard Reference
	H4.4.1	Identify and explain how behaviors enhance health.	4.4.1
	H4.4.2	Identify and explain how behaviors avoid/reduce health risks.	4.4.1
	H4.4.3	Describe a goal setting process.	4.4.6
	H4.4.4	Develop and monitor a personal health goal using the goal setting process.	4.4.7

**Note:** The following content areas must be covered between third and fourth grades: personal health (hygiene), fitness, nutrition, dental care, disease prevention, bullying, feelings/stress management, safety, and tobacco and caffeine. It is up to the teacher to decide in which units to include the content.

## 5<sup>th</sup> Grade Health

Purpose Statement:	With assistance, students will use given information on health-related topics; apply communication, problem solving, decision-making skills and personal and social responsibility to enhance health or avoid health risks.
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### Benchmarks:

H5.1	Students will demonstrate effective communication and refusal skills in health-related situations.	Health Standard Reference
H5.1.1	List examples of various verbal and non-verbal forms of communication and the correlation it may have to enhance health or reduce or avoid health risks.	6.3.1 6.3.2
H5.1.2	Use "I" messages to communicate in a variety of scenarios.	6.3.1
H5.1.3	Demonstrate refusal strategies that help students avoid or reduce health risks.	6.3.3

H5.2	Students will describe nutrition concepts, hygiene practices, growth and development, and create health related goals.	Health Standard Reference
H5.2.1	Explain healthy hygiene practices and how products enhance personal health.	6.4.7 6.1.4
H5.2.2	Create a health goal related to personal hygiene.	6.4.7 6.1.4
H5.2.3	Identify appropriate sources of information about growth & development (Puberty).	6.1.3
H5.2.4	Describe how family, school, and community resources can enhance personal health.	6.1.1 6.1.2
H5.2.5	List healthy food options for each food group.	6.2.6
H5.2.6	Describe changes you will make in your personal eating habits and create a personal health goal (for example portion control, food choices, correlation to physical activity).	6.4.7 6.4.1
H5.2.7	Create a short term health goal related to nutrition and track the progress.	6.4.7



H5.3		Students will explain the consequences of the use of drugs, alcohol and tobacco and how to make decisions to avoid these health risks.	Health Standard Reference
	H5.3.1	Explain the steps to making a health enhancing decision including a list of possible consequences to avoid or reduce the health risks of using ATOD.	6.2.2 6.2.3 6.2.4
	H5.3.2	Use a decision making process, including a list of possible consequences, to avoid or reduce the health risks of using ATOD.	6.2.2 6.4.2
	H5.3.3	Demonstrate refusal skills for ATOD.	6.3.3
	H5.3.4	Demonstrate the use of a decision making process to avoid a risky health situation including who can help you make the decision, and explain healthy options to the behavior.	6.2.1 6.2.6

H5.4		Students will explain products and behaviors that help reduce or avoid the spread of disease.	Health Standard Reference
	H5.4.1	Explain products and behaviors that help reduce or avoid the spread of disease.	6.1.5 6.4.3
	H5.4.2	Differentiate between and give examples of communicable and non-communicable disease.	6.4.2 6.4.3

## 6<sup>th</sup> Grade Health

Purpose Statement:	Students will access information on health related topics and apply skills, communication, problem-solving, decision-making, and personal and social responsibility, to enhance health and reduce or avoid health risks.
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### Benchmarks:

H6.1		Students will access and analyze information using a systematic process to create a project involving hygiene, nutrition, or goal setting.	Health Standard Reference
	H6.1.1	Access and analyze information, products, and resources to enhance personal hygiene.	6.1.1 6.1.2 6.1.3 6.1.4
	H6.1.2	Use multiple criteria to create an appropriate personal health goal and monitor progress towards achieving that goal.	6.4.6 6.4.7
	H6.1.3	Create a healthy meal plan to show improvement upon a given unhealthy eating scenario.	6.2.6
	H6.1.4	Identify the problem, collect information, analyze data, draw conclusions, and make simple recommendations to create a project related to a personal health topic.	6.2.7

H6.2		Students will demonstrate the ability to use personal and social skills to determine appropriate action for enhancing health (bullying, relationships, stress).	Health Standard Reference
	H6.2.1	Explain the various types of bullying and the potential impact on self and others.	6.2.4 6.4.10
	H6.2.2	Explain how individual, social, and cultural differences may increase vulnerability to bullying.	6.4.9
	H6.2.3	Identify and explain what actions to take if involved in a bullying situation or having witnessed one.	6.2.4 6.4.9 6.4.10
	H6.2.4	Identify and explain the types of relationships.	6.2.5 6.4.4
	H6.2.5	Use listening strategies with a peer, friend, or family member to enhance health.	6.3.5

	H6.2.6	Analyze age appropriate factors that create good and bad stress.	6.4.4 6.4.5
	H6.2.7	Apply strategies to manage good and bad stress.	6.4.6
	H6.2.8	Compare and contrast healthy and unhealthy behaviors in various types of relationships.	6.2.5 6.4.5
	H6.2.9	Analyze resources that can help someone in an unhealthy relationship.	6.1.1

H6.3		Students will demonstrate or explain the ability to use a variety of skills to make decisions to reduce or avoid health risks.	Health Standard Reference
	H6.3.1	Explain how products can reduce health risks.	6.1.5
	H6.3.2	Describe the steps of a decision making process to reduce health risks.	6.2.3
	H6.3.3	Explain and analyze verbal and non-verbal communication techniques to reduce or avoid health risks.	6.3.1 6.3.2 6.3.4
	H6.3.4	Analyze refusal strategies for use in role-play situations to reduce or avoid health risks.	6.3.3
	H6.3.5	Create a project to advocate for healthy behavior to prevent health risks.	6.4.3

## 7<sup>th</sup> Grade Health

Purpose Statement:	Students will analyze health information, products, and resources; explain and demonstrate problem solving, decision-making, communication skills, and personal and social responsibility to enhance health and reduce health risks.
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### Benchmarks:

H7.1	Students will demonstrate effective communication skills to enhance health or avoid health risks. Students will identify and demonstrate refusal skills and conflict resolution strategies in a variety of health scenarios to enhance health and reduce health risks.	Health Standard Reference
H7.1.1	Identify components of effective communication (for example; written, verbal, listening, nonverbal, visual, electronic, etc.) to enhance health and avoid health risks.	8.3.1 8.3.2
H7.1.2	Demonstrate components of effective communication (for example; written, verbal, listening, nonverbal, visual, electronic, etc.) to enhance health and avoid health risks.	8.3.1 8.3.2
H7.1.3	Identify effective refusal skills.	8.3.3
H7.1.4	Demonstrate effective refusal skills.	8.3.3
H7.1.5	Identify effective conflict resolution skills.	8.3.3
H7.1.6	Demonstrate effective conflict resolution skills.	8.3.3

H7.2	Students will apply a decision making process in a variety of health related situations to enhance health and reduce health risks.	Health Standard Reference
H7.2.1	Identify various types of decision making processes.	8.2.2
H7.2.2	Explain various types of decision making processes.	8.2.2
H7.2.3	Identify consequences in relation to individual decisions.	8.2.3
H7.2.4	Analyze influences for health related decisions (for example; peers, media, culture, values, etc.).	8.2.5
H7.2.5	Apply a decision making process to solve familiar and unfamiliar health problems to enhance health and	8.2.1 8.2.3

		reduce health risks (individual or collaborative decisions).	8.2.4 8.2.6
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H7.3		Students will use a process to determine validity of health information, determine appropriate health resources, and compare and contrast product information to enhance health and reduce health risks.	Health Standard Reference
	H7.3.1	Explain a process to determine the validity of health information.	8.1.4 8.1.5
	H7.3.2	Apply a process to determine the validity of health information.	8.1.4 8.1.5
	H7.3.3	Identify health resources in school, community, or surrounding area (examples include family planning, emergency room, counseling services, etc.) and determine when appropriate health services are needed.	8.1.1 8.1.2 8.1.3
	H7.3.4	Demonstrate the ability to find appropriate health resources to enhance health or reduce health risks.	8.1.1 8.1.2
	H7.3.5	Compare and contrast characteristics of products to enhance health and reduce health risks.	8.1.6
	H7.3.6	Decipher the meaning of a health message.	8.3.4

H.7.4		Students will demonstrate behaviors/strategies that enhance personal health, the health of others, and reduce health risks for each.	Health Standard Reference
	H7.4.1	Identify and describe the effects of good and bad stress	8.4.4 8.4.5
	H7.4.2	Demonstrate strategies to manage stress	8.4.4 8.4.6
	H7.4.3	Identify a systematic process to set short-term and long-term health related goals.	8.4.8
	H7.4.4	Analyze the progress of health related goals	8.4.7 8.4.8 8.4.9
	H7.4.5	Describe types of bullying, abuse, and violence	8.4.10
	H7.4.6	Analyze effects of bullying and taking action against bullying (physical, mental, emotional, and social)	8.4.11

	H7.4.7	Analyze behaviors that enhance health and reduce health risks	8.4.1 8.4.2 8.4.3
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## Grades 9-12 Health

Purpose Statement:	Students will evaluate health information, products and resources; apply, analyze, and evaluate problem solving and decision-making skills. Students will demonstrate, evaluate and delineate effective communication skills and personal/social responsibility to enhance health and reduce health risks.
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### Benchmarks:

H9.1	Apply and evaluate positive strategies that enhance the components of physical, mental/emotional and social health so students take responsible action to reduce or avoid health risks.	Health Standard Reference
H9.1.1	Identify physical, mental/emotional and social health.	12.4.12
H9.1.2	Compare and contrast physical, mental/emotional and social health.	12.4.12
H9.1.3	Analyze the relationship of personal health and the effects on self, others, and society.	12.4.1
H9.1.4	Identify signs of stress and explain how stress can effect physical, mental/emotional, and social health.	12.4.4
H9.1.5	Identify and analyze age appropriate good and bad stress.	12.4.5
H9.1.6	Identify healthy/unhealthy age appropriate strategies to manage stress.	12.4.7
H9.1.7	Apply and evaluate appropriateness of stress management techniques in specific situations.	12.4.7
H9.1.8	Identify how health risks can impact physical, mental/emotional, and social health.	12.4.2
H9.1.9	Formulate strategies to manage health risks and prevent disease to enhance health.	12.4.2 12.4.3
H9.1.10	Identify short and long term goals and create an action plan to monitor and evaluate progress toward achieving a long term goal.	12.4.8 12.4.9

H9.2		Students will analyze health claims, products, services, and resources to evaluate familiar and non-familiar health issues/problems. Students will support their findings with evidence.	Health Standard Reference
	H9.2.1	Identify and research appropriate resources for the school, community and beyond for a variety of health-related issues.	12.1.1 12.1.2 12.2.5
	H9.2.2	Apply criteria to validate health information from a variety of resources (for example written, verbal, visual, electronic, etc.).	12.1.3
	H9.2.3	Identify and evaluate health products and services that address health-related issues to enhance health.	12.1.1 12.1.4
	H9.2.4	Analyze the validity of a variety of health claims using a systematic process.	12.2.5
	H9.2.5	Compare and contrast health claims that are supported by evidence and those not supported by evidence.	12.3.7
	H9.2.6	Research and evaluate a non-familiar health issue or problem and explain the effects it could have on society.	12.2.5

H9.3		Students will apply effective communication techniques that will enhance physical, mental/emotional, and social health. Students will apply a systematic decision-making process to enhance health and reduce health risks.	Health Standard Reference
	H9.3.1	Describe and evaluate verbal and non-verbal communication techniques	12.3.1 12.3.2
	H9.3.2	Demonstrate effective communication techniques to advocate for personal and community health	12.3.3
	H9.3.3	Analyze types of healthy and unhealthy decisions	12.2.1
	H9.3.4	Evaluate how influences effect health	12.2.4
	H9.3.5	Apply a systematic process for decision making	12.2.2 12.2.3
	H9.3.6	Demonstrate the ability to use refusal skills to avoid unhealthy decisions	12.3.5
	H9.3.7	Identify and evaluate how decisions can affect your personal health, community health, and global health	12.4.1



H9.4		Students will evaluate appropriate health enhancing strategies to advocate for health by applying collaboration, negotiation, and conflict resolution skills.	Health Standard Reference
	H9.4.1	Identify and evaluate stereotyping and prejudice	12.4.10
	H9.4.2	Identify and evaluate strategies to respect individual differences	12.4.10
	H9.4.3	Identify and use collaboration and negotiation skills	12.3.4 12.3.5
	H9.4.4	Identify and use appropriate conflict resolution strategies for interpersonal and social conflicts	12.3.6
	H9.4.5	Demonstrate the ability to advocate for the prevention of inappropriate behaviors (for example bullying, stereotyping, violence etc.)	12.4.11

## Appendix A

<b>1<sup>st</sup>-2<sup>nd</sup> Grade Progression of Manipulative Skills</b>	<b>3<sup>rd</sup> – 4<sup>th</sup> Grade Progression of Manipulative Skills</b>
<ol style="list-style-type: none"> <li>1. Throwing to self</li> <li>2. Underhand throw</li> <li>3. Overhand throw</li> <li>4. Catch</li> <li>5. Dribble Introduction (hands &amp; feet)</li> <li>6. Kick (stationary)</li> <li>7. Kick stationary ball (target)</li> <li>8. Kick moving ball</li> <li>9. Kick moving ball (target)</li> <li>10. strike (hands)</li> </ol>	<ol style="list-style-type: none"> <li>1. Throw/catch (review)</li> <li>2. Throw/catch (modified game)</li> <li>3. Dribble (hands &amp; feet)</li> <li>4. Kick/trap moving ball</li> <li>5. Striking (short implement)</li> <li>6. Striking (long implement)</li> <li>7. Volleying (self)</li> <li>8. Volleying (partner)</li> </ol>

<b>Physical Education activities may include, but are not limited to:</b>			
Individual Activities	Dual Activities	Modified Team Activities	Lifetime Activities
Climbing Wall Fitness Center Frisbee Golf Golf Hiking Jogging Scooter Activities Tennis Walking Yoga Dance	3 Wall (Racquetball) Badminton Basketball Chasing and Fleeing Activities Fitness Center Football Frisbee Jogging Lacrosse Physical Best Activities Pickleball Rugby Soccer Spark Activities Speedball Tchoukball Team Handball Tennis Throwing and Catching Track and Field Volleyball Walking Dance	Basketball Chasing and Fleeing Activities Congo Ball Kickball/Softball Flicker Ball Football Lacrosse Multi Goal Frisbee Omnikin Ball Physical Best Activities Pickleball Project Adventure Quad Ball Rugby Soccer Spark Activities Speedball Tchoukball Team Handball Tennis Throwing and Catching Track and Field Ultimate Frisbee Volleyball	3 Wall (Racquetball) Badminton Baseball Basketball Climbing Wall Crazy Kickball/Softball Fitness Center Football Activities Frisbee Golf Golf Hiking Jogging Pickleball Ping Pong Project Adventure Soccer Tennis Ultimate Frisbee Volleyball Walking Dance

<b>Health Education course content may include the following but is not limited to:</b>		
Abuse, Violence, and Suicide	Advocacy	Alcohol, Tobacco, and other Drugs
Bullying	Community Health	Diseases
Environmental Health	Family Health	First Aid
Growth and Development	Injury Prevention	Nutrition
Personal Health	Physical, Mental, Social, and Emotional Health	Psychology
Relationships	Safety	Sexuality

## Appendix B

### Sweetwater County School District #1 Pacing Guide

Grade/Course:		Teacher:	
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Code	Outcomes	Time Frame*	Assessment Period **			
			1	2	3	4

## Appendix C

### Instructional Planning Resource

<b>School:</b>		<b>Teacher:</b>	
<b>Subject/Course:</b>		<b>Time required:</b>	

<b>Benchmark:</b>		
<b>Learning Target:</b>	<b>Standard Reference:</b>	
	<b>Tech Standard Reference:</b>	
	<b>Cross-Curricular Standard Reference:</b>	
<b>Formative Assessment:</b> <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Product <input type="checkbox"/> Performance		
<b>Criterion:</b>		

<b>Context (Relevancy) :</b>		
<b>Teacher Methods</b>	<b>Student Activities</b>	<b>Resources</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

<b>Intervention</b>	<b>Enrichment</b>