



**SWEETWATER COUNTY  
SCHOOL DISTRICT #1**

# **PHYSICAL EDUCATION & HEALTH**

**K-12 CURRICULUM MAP**

JUNE 2022

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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
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
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 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

**Benchmark** overall objective for a

<b>H6.1</b>	<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.</b>	Health Standard Reference
<b>H6.1.1</b>	<b>Demonstrate the ability to use effective communication techniques (e.g., written, verbal, nonverbal, visual, electronic, etc.) to enhance health and prevent or reduce health risks.</b>	<b>8.3.1</b>
<b>H6.1.2</b>	<b>Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.</b>	<b>8.3.3</b>

### Learning Target Code

**H6.1.1** = Subject area (Health)

**H6.1.1** = Grade level or course

### Learning Targets are

individual skills that lead up to achieving the benchmark.

### WY Health Education Standard Reference

**8.3.1** = Grade level

**8.3.1** = Standard

**8.3.1** = Benchmark

## Physical Education Curriculum at a Glance

Grade Level or Course	Purpose Statement
<b>Kindergarten Physical Education</b>	Students will engage in safe rules and practices while respecting peers in a movement setting. Students will attempt specific loco-motor, body control manipulative, and movement concept skills in individual practice. Students will be introduced to fitness benefits and activities.
<b>1<sup>st</sup> Grade Physical Education</b>	Students will engage in safe rules and practices while respecting peers and showing persistence in a movement setting. Students will demonstrate specific loco-motor, body control, manipulative, and movement concept skills in an individual practice setting. Students will participate in a variety of fitness-based activities and identify the benefits of physical activity.
<b>2<sup>nd</sup> Grade Physical Education</b>	Students will engage in safe rules and practices while respecting peers, showing persistence and finding enjoyment and self-expression in a movement setting. Students will demonstrate specific intermediate loco-motor, body control, manipulative, and movement concept skills in a movement setting. Students will participate in a variety of fitness-based activities and identify the benefits of physical activity and be introduced to the components of fitness.
<b>3<sup>rd</sup> Grade Physical Education</b>	Students will engage in safe rules and practices while respecting peers, showing persistence and finding enjoyment and self-expression in a movement setting. Students will demonstrate specific intermediate loco-motor, body control, manipulative, and movement concept skills in a movement setting. Students will participate in a variety of fitness-based activities and identify the benefits of physical activity and be introduced to the 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 PE I PE I Swim</b>	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.
<b>Advanced Aquatics</b>	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.
<b>Choice-based Fitness</b>	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.
<b>Play Fit</b>	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.
<b>Challenge Course Physical Education</b>	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.



**Strength  
Conditioning**

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.

## Health Curriculum at a Glance

Grade Level or Course	Purpose Statement
<b>Kindergarten Health</b>	Students will access health resources, communicate effectively, solve problems and make decisions, and identify personal and social responsibility.
<b>1<sup>st</sup> Grade Health</b>	Students will access health resources, communicate effectively, solve problems and make decisions, and identify personal and social responsibility.
<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 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 engage in safe rules and practices while respecting peers in a movement setting. Students will attempt specific loco-motor, body control manipulative, and movement concept skills in individual practice. Students will be introduced to fitness benefits and activities
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PEK.1		<b>Students will follow rules and safe practices, and respectfully work with others while participating in physical activities.</b>	Physical Education Standard Reference
	PEK.1.1	<b>Follow rules, procedures, and safe practices.</b>	2.3.1
	PEK.1.2	Work respectfully with others in physical activity settings.	2.3.2

PEK.2		Students will participate in fitness-based activities and be introduced to the benefits of physical activity.	Physical Education Standard Reference
	PEK.2.1	Be introduced to the benefits of physical activity <i>(e.g. Cardiovascular health, stronger muscles, injury prevention, able to play longer without getting tired, emotional management, etc.)</i>	2PE 2.2
	PEK.2.2	Participate in fitness-based games and activities <i>(e.g. aerobic games, rock-wall, fitness stations, heart rate activities, flexibility, etc.)</i>	2.PE.2.4

PEK.3		<b>Students will demonstrate basic loco-motor skills and how they relate to space and relationships (walk, run, skip, gallop, hop/jump).</b>	Physical Education Standard Reference
	PEK.3.1	<b>Demonstrate loco-motor skills. (walk, run, skip, gallop, hop/jump).</b>	2.PE.1.1

	PEK.3.2	Demonstrate fundamental movement concepts related to space and relationships (for example: move in general/personal space safely).	2.PE.1.4
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<b>PEK.4</b>	<b>Students will attempt a variety of body control skills.</b>		Physical Education Standard Reference
	<b>PEK.4.1</b>	<b>Attempt a variety of body control skills (e.g. Educational gymnastics, dance, movement patterns, obstacle challenges, etc.)</b>	2.PE.1.2

<b>PEK.5</b>	<b>Students will attempt a variety of manipulative skills.</b>		Physical Education Standard Reference
	<b>PEK.5.1</b>	<b>Attempt a variety of manipulative skills (e.g. Volleying, tossing, throwing, catching, kicking, trapping, short racquets, etc.)</b>	2.PE.1.3

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

Purpose Statement:	Students will engage in safe rules and practices while respecting peers and showing persistence in a movement setting. Students will demonstrate specific loco-motor, body control, manipulative, and movement concept skills in an individual practice setting. Students will participate in a variety of fitness-based activities and identify the benefits of physical activity.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>PE1.1</b>	<b>Students will follow rules and safe practices, and respectfully work with others while participating in physical activities. Students will demonstrate persistence within physical activity.</b>	Physical Education Standard Reference
	<b>PE1.1.1</b>	<b>Follow rules and safe practices and students work respectfully with others in physical activity settings.</b>
	PE1.1.2	Demonstrate persistence when participating in a variety of physical activities ( <i>e.g. keep trying when a task is difficult, not giving up or sitting out, etc.</i> ).

<b>PE1.2</b>	<b>Students will participate in fitness-based activities and identify the benefits of physical activity.</b>	Physical Education Standard Reference
	<b>PE1.2.1</b>	<b>Students will identify the benefits of physical activity (<i>e.g. Cardiovascular health, stronger muscles, injury prevention, able to play longer without getting tired, emotional management, etc.</i>).</b>
	PE1.2.2	Students will participate in fitness-based games and activities ( <i>e.g. aerobic games, rock-wall, fitness stations, heart rate activities, flexibility, etc.</i> ).

<b>PE1.3</b>		<b>Students will demonstrate fundamental loco-motor skills and how they relate to space and relationships (walk, run, skip, gallop, slide, hop/jump).</b>	Physical Education Standard Reference
	<b>PE1.3.1</b>	<b>Demonstrate fundamental loco-motor skills; walk, run, skip, gallop, slide, hop/jump</b>	2.PE.1.1
	PE1.3.2	Explore fundamental movement concepts related to space and relationships ( <i>for example: move in general/personal space safely</i> ).	2.PE.1.4

<b>PE1.4</b>		<b>Students will demonstrate a variety of fundamental body control skills</b>	Physical Education Standard Reference
	<b>PE1.4.1</b>	<b>Demonstrate fundamental educational gymnastic skills; Rolling, balancing, weight transfer.</b>	2.PE.1.2
	PE1.4.2	Attempt a variety of body control skills ( <i>e.g. Dance, obstacle challenges, movement patterns, etc.</i> ).	2.PE.1.2

<b>PE1.5</b>		<b>Students will demonstrate a variety of fundamental manipulative skills.</b>	Physical Education Standard Reference
	<b>PE1.5.1</b>	<b>Demonstrate manipulative skills; underhand tossing, overhand throwing, ball bounce and catch to self.</b>	2.PE.1.3
	PE1.5.2	Explore a variety of manipulative skills including dribbling, kicking, volleying, racquets, catching, trapping, jump rope, etc.	2.PE.1.3

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

Purpose Statement:	Students will engage in safe rules and practices while respecting peers, showing persistence and finding enjoyment and self-expression in a movement setting. Students will demonstrate specific intermediate loco-motor, body control, manipulative, and movement concept skills in a movement setting. Students will participate in a variety of fitness-based activities and identify the benefits of physical activity and be introduced to the components of fitness.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>PE2.1</b>	<b>Students will follow rules and safe practices, and respectfully work with others while participating in physical activities. Students will demonstrate persistence within physical activity. Students participate in and identify physical activities for enjoyment and self-expression</b>	Physical Education Standard Reference
	<b>PE2.1.1</b>	<b>Follow rules and safe practices and students work respectfully with others in physical activity settings.</b>
	PE2.1.2	Demonstrate persistence when participating in a variety of physical activities (e.g. keep trying when a task is difficult, not giving up or sitting out, etc.)
	PE2.1.3	Participate in and identify physical activities that promote enjoyment and self-expression (e.g. identify favorite movement mediums, participate in enjoyable games and activities)



<b>PE2.2</b>		<b>Students will participate in fitness-based activities and identify the benefits of physical activity. Students will be introduced to identification of fitness components and personal physical activity assessment.</b>	Physical Education Standard Reference
	<b>PE2.2.1</b>	<b>Students will identify the benefits of physical activity</b> (e.g. Cardiovascular health, stronger muscles, injury prevention, able to play longer without getting tired, emotional management, etc.).	2.PE.2.2
	<b>PE2.2.2</b>	<b>Introduced to the 5 health related components of fitness</b>	2.PE.2.2
	PE2.2.3	Introduced to assessing personal level of physical activity	2.PE.2.2
	PE2.2.4	Participate in fitness-based games and activities (e.g. aerobic games, Fitnessgram testing, rock-wall, fitness stations, heart rate activities, flexibility, etc).	2.PE.2.4

<b>PE2.3</b>		<b>Students will demonstrate intermediate loco-motor skills and how they relate to space and relationships (walk, run, skip, gallop, hop/jump).</b>	Physical Education Standard Reference
	<b>PE2.3.1</b>	<b>Demonstrate intermediate loco-motor skills; grapevine, jump for height and distance and leaping.</b>	2.PE.1.1
	PE2.3.2	Explore intermediate movement concepts related to space and relationships within gameplay (e.g. dodging, turning, hurdling, change of directions, moving to open space, etc.).	2.PE.1.4

<b>PE2.4</b>		<b>Students will demonstrate a variety of intermediate body control skills.</b>	Physical Education Standard Reference
	<b>PE2.4.1</b>	<b>Demonstrate intermediate educational gymnastic skills; rolling, balancing, weight transfer and jumping</b> (e.g. short routines, forward/backward rolling, cartwheel, individual, paired, and group balances, etc.).	2.PE.1.2

	PE2.4.2	Explore a variety of body control skills ( <i>e.g. Dance, obstacle challenges, movement patterns, etc.</i> ).	2.PE.1.2
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<b>PE2.5</b>		<b>Students will demonstrate a variety of intermediate manipulative skills.</b>	Physical Education Standard Reference
	<b>PE2.5.1</b>	<b>Demonstrate manipulative skills; overhand throwing, catching, dribbling with hands and feet</b>	2.PE.1.3
	PE2.5.2	Explore a variety of intermediate manipulative skills ( <i>e.g. short/long handled implements, striking, kicking and trapping, passing, etc.</i> ).	2.PE.1.3

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

Purpose Statement:	Students will engage in safe rules and practices while respecting peers, showing persistence and finding enjoyment and self-expression in a movement setting. Students will demonstrate specific intermediate loco-motor, body control, manipulative, and movement concept skills in a movement setting. Students will participate in a variety of fitness-based activities and identify the benefits of physical activity and be introduced to the components of fitness.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>PE3.1</b>	<b>Students will follow rules and safe practices, and respectfully work with others while participating in physical activities. Students will demonstrate persistence within physical activity. Students participate in and identify physical activities for enjoyment and self-expression.</b>	Physical Education Standard Reference
<b>PE3.1.1</b>	<b>Describe the purpose of and apply appropriate rules, procedures, and safe practice in physical.</b>	5.PE.3.1
<b>PE3.1.2</b>	<b>Interact positively and communicate respectfully with others in physical activity settings.</b>	5PE3.2
PE3.1.3	Participate in physical activities that promote self-challenge.	5PE.3.4
PE3.1.4	Participate in creative movement that promotes self-expressions.	5PE.3.5

<b>PE3.2</b>	<b>Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness</b>	Physical Education Standard Reference
PE3.2.1	Assess current level of personal physical activity.	5.PE.2.1

	<b>PE3.2.2</b>	<b>Describe the health benefits of physical activity.</b>	5.PE.2.2
	<b>PE3.2.3</b>	<b>Identify the principles, components and practices of health-related fitness.</b>	5.PE.2.3
	PE3.2.4	Engage in a variety of physical activity that will enhance health related fitness.	5.PE.2.4
	PE3.2.5	Recognize characteristics of health-related fitness, products, technologies and resources.	5.PE.2.5

<b>PE3.3</b>		<b>Students will combine locomotor and body control skills into movement patterns.</b>	Physical Education Standard Reference
	<b>PE3.3.1</b>	<b>Combine locomotor and body control skills into movement patterns.</b>	5PE1.1
	PE3.3.2	Identify critical elements of body control skills.	5PE.1.6

<b>PE3.4</b>		<b>Students will describe and demonstrate manipulative skills and manipulative skill cues.</b>	Physical Education Standard Reference
	<b>PE3.4.1</b>	<b>Demonstrate fundamental manipulative skills in a variety of physical activities.</b>	5PE1.2
	PE3.4.2	Identify critical elements of fundamental manipulative skills.	5.PE.1.7
	PE3.4.3	Demonstrate and apply fundamental tactics and principles of movement.	5.PE.1.4
	PE3.4.4	Explain fundamental tactics and principles of movement.	5.PE.1.8

## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PE4.1		<b>Students will exhibit responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and /or social interaction.</b>	Physical Education Standard Reference
	<b>PE4.1.1</b>	<b>Interact positively and communicate respectfully with others in physical activity settings.</b>	5.3.2
	PE4.1.2	Describes the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.	5.3.1
	<b>PE4.1.3</b>	<b>Participate in physical activities that promote self-challenge.</b>	5.3.3
	<b>PE4.1.4</b>	<b>Describe physical activities that promote self-expression and enjoyment.</b>	5.3.5
	PE4.1.5	Participate in creative movement that promotes self-expression.	5.3.4

PE4.2		<b>Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	Physical Education Standard Reference
	PE4.2.1	Assess current levels of personal physical activity.	5.2.1
	<b>PE4.2.2</b>	<b>Identify the principles, components, and practices of health-related fitness.</b>	5.2.3

	<b>PE4.2.3</b>	<b>Describe the health benefits of physical activity.</b>	5.2.2
	PE4.2.4	Recognize characteristics of health-related fitness products, technologies, and resources.	5.2.5
	PE4.2.5	Engage in a variety of physical activities to enhance health-related fitness.	5.2.4

<b>PE4.3</b>	<b>Students will demonstrate competency and apply knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.</b>		Physical Education Standard Reference
	<b>PE4.3.1</b>	<b>Combine locomotor and body control skills into movement patterns.</b>	5.1.1
	PE4.3.2	Explain loco-motor skill cues, body control skill cues and principles of movement. Identify critical elements of body control skills.	5.1.5 5.1.6 5.1.8
	PE4.3.3	Identify critical elements of fundamental manipulative skills.	5.1.7
	<b>PE4.3.4</b>	<b>Demonstrate and apply foundational tactics and principles of movement.</b>	5.1.8
	PE4.3.5	Explain foundational tactics and principles of movement.	5.1.8
	<b>PE4.3.6</b>	<b>Demonstrate fundamental manipulative skills in a variety of physical activities.</b>	5.1.3

## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PE5.1		<b>Students will exhibit responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and /or social interaction.</b>	Physical Education Standard Reference
	<b>PE5.1.1</b>	<b>Interact positively and communicate respectfully with others in physical activity settings.</b>	5.3.2
	PE5.1.2	Describe the purpose of and apply appropriate rules, procedures, and safe practices in physical activity settings.	5.3.1
	<b>PE5.1.3</b>	<b>Participate in physical activities that promote self-challenge.</b>	5.3.3
	<b>PE5.1.4</b>	<b>Describe physical activities that promote self-expression and enjoyment.</b>	5.3.5
	PE5.1.5	Participate in creative movement that promotes self-expression.	5.3.5

PE5.2		<b>Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</b>	Physical Education Standard Reference
	PE5.2.1	Assess current levels of personal physical activity.	5.2.1
	<b>PE5.2.2</b>	<b>Identify the principles, components, and practices of health-related fitness.</b>	5.2.3

	<b>PE5.2.3</b>	<b>Describe the health benefits of physical activity.</b>	5.2.2
	PE5.2.4	Recognize characteristics of health-related fitness products, technologies, and resources.	5.2.5
	PE5.2.5	Engage in a variety of physical activities to enhance health-related fitness.	5.2.4

<b>PE5.3</b>	<b>Students will demonstrate competency and apply knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.</b>		Physical Education Standard Reference
	<b>PE5.3.1</b>	<b>Combine locomotor and body control skills into movement patterns.</b>	5.1.1
	PE5.3.2	Identify critical elements of body control skills.	5.1.6
	PE5.3.3	Identify critical elements of fundamental manipulative skills.	5.1.7
	<b>PE5.3.4</b>	<b>Demonstrate and apply foundational tactics and principles of movement.</b>	5.1.4
	<b>PE5.3.5</b>	<b>Demonstrate fundamental manipulative skills in a variety of physical activities.</b>	5.1.3



## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PE6.1		<b>Students will demonstrate competency and apply knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities. (i.e. individual, dual, team, and/or lifetime).</b>	Physical Education Standard Reference
	PE6.1.1	<b>Demonstrate specialized skills in modified individual, dual, team or lifetime activities.</b>	8.1.1 8.1.6
	PE6.1.2	<b>Apply tactical concepts or performance principles in individual, dual, team or lifetime activities.</b>	8.1.5
	PE6.1.3	Demonstrate specialized manipulative skills in a variety of modified physical activities (i.e. individual, dual, team, and/or lifetime).	8.1.2

PE 6.2		<b>Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	Physical Education Standard Reference
	PE6.2.1	Create and monitor a personal goal using current levels of physical activity.	8.2.1
	PE6.2.2	<b>Compare or contrast the health benefits associated with a variety of physical activities.</b>	8.2.2
	PE6.2.3	<b>Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.</b>	8.2.3

	<b>PE6.2.4</b>	<b>Engage in a variety of physical activities that enhance health-related fitness.</b>	8.2.4
	PE6.2.5	Explain valid claims of health-related fitness products, technologies, and resources.	8.2.5

<b>PE6.3</b>	<b>Students will exhibit responsible, personal and social behavior that respects self and others and recognizes the value of physical activity of challenge, self-expression, and/or social interaction.</b>		Physical Education Standard Reference
	<b>PE6.3.1</b>	<b>Explain and apply appropriate rules, procedures, safe practices and etiquette in physical activity settings.</b>	8.3.1
	PE6.3.2	Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.	8.3.2
	PE6.3.3	Participate in aesthetic movement forms that promote self-expression.	8.3.5
	PE6.3.4	Participate in physical activities that promote self-challenge, confidence, and independence.	8.3.3
	<b>PE6.3.5</b>	<b>Compare or contrast physical activities that promote self-expression and enjoyment.</b>	8.3.4

## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PE7.1		<b>Students will demonstrate or explain movement skills in individual, dual, team or lifetime activities.</b>	Physical Education Standard Reference
	PE7.1.1	Demonstrate movement skills and patterns in a variety of physical activities.	8.1.1
	<b>PE7.1.2</b>	<b>Demonstrate specialized manipulative skills in a variety of physical activities.</b>	8.1.2
	<b>PE7.1.3</b>	<b>Demonstrate specialized skills in a variety of physical activities.</b>	8.1.3
	PE7.1.4	Apply and analyze tactical concepts in a variety of physical activities.	8.1.4 8.1.5 8.1.7 8.1.8

PE7.2		<b>Students will demonstrate the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness while monitoring and maintaining their target heart rate zone in a variety of physical activities.</b>	Physical Education Standard Reference
	<b>PE7.2.1</b>	<b>Create and monitor a personal goal using current levels of physical activity.</b>	8.2.1
	PE7.2.2	Compare or contrast the health benefits associated with a variety of physical activities.	8.2.2

	PE7.2.3	Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.	8.2.3
	<b>PE7.2.4</b>	<b>Engage in a variety of physical activities that will enhance health-related fitness.</b>	8.2.4
	PE7.2.5	Explain valid claims of health-related fitness products, technologies, and resources.	8.2.5
	PE7.2.6	Reach and maintain target heart zone while participating in a variety of lifetime physical activities.	8.2.1 8.2.3 8.2.5

<b>PE7.3</b>	<b>Students will demonstrate responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression and/or social interaction.</b>		Physical Education Standard Reference
	<b>PE7.3.1</b>	<b>Explain and apply appropriate rules, procedures, safe practices, and etiquette in physical activity settings.</b>	8.3.1
	<b>PE7.3.2</b>	<b>Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.</b>	8.3.2
	PE7.3.3	Participate in physical activities that promote self-challenge, confidence, and independence.	8.3.3
	PE7.3.4	Compare or contrast physical activities that promote self-expression and enjoyment.	8.3.4
	PE7.3.5	Participate in aesthetic movement forms that promote self-expression.	8.2.1 8.2.3 8.2.4 8.3.5

## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PE8.1		<b>Students will apply and/or analyze movement skills in individual, dual, team or lifetime activities.</b>	Physical Education Standard Reference
	PE8.1.1	Demonstrate movement skills and patterns in a variety of physical activities.	8.1.1
	<b>PE8.1.2</b>	<b>Demonstrate specialized manipulative skills in a variety of physical activities.</b>	8.1.2
	<b>PE8.1.3</b>	<b>Demonstrate specialized skills in a variety of physical activities.</b>	8.1.3
	PE8.1.4	Apply and analyze tactical concepts in a variety of physical activities.	8.1.4 8.1.5 8.1.7 8.1.8

PE8.2		<b>Student's will apply and or analyze the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness while monitoring and maintaining their target heart rate zone in a variety of physical activities.</b>	Physical Education Standard Reference
	<b>PE8.2.1</b>	<b>Create and monitor a personal goal using current levels of physical activity.</b>	8.2.1
	PE8.2.2	Compare or contrast the health benefits associated with a variety of physical activities.	8.2.2

	PE8.2.3	Create a short-term physical activity goal by applying the principles, components, and practices of health-related fitness.	8.2.3
	<b>PE8.2.4</b>	<b>Engage in a variety of physical activities that will enhance health-related fitness.</b>	8.2.4
	PE8.2.5	Explain valid claims of health-related fitness products, technologies, and resources.	8.2.5
	PE8.2.6	Reach and maintain target heart zone while participating in a variety of lifetime physical activities.	8.2.1 8.2.3 8.2.5

<b>PE8.3</b>	<b>Students will apply and or analyze responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression and/or social interaction.</b>		Physical Education Standard Reference
	<b>PE8.3.1</b>	<b>Explain and apply appropriate rules, procedures, safe practices, and etiquette in physical activity settings.</b>	8.3.1
	<b>PE8.3.2</b>	<b>Communicate effectively to avoid or resolve conflict and promote respect in physical activity settings.</b>	8.3.2
	PE8.3.3	Participate in physical activities that promote self-challenge, confidence, and independence.	8.3.3
	PE8.3.4	Compare or contrast physical activities that promote self-expression and enjoyment.	8.3.4
	PE8.3.5	Participate in aesthetic movement forms that promote self-expression.	8.2.1 8.2.3 8.2.4 8.3.5

# 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

PE9.1		Students will demonstrate the knowledge and skills to achieve and maintain a healthy level of physical activity and fitness while monitoring and maintaining their target heart rate zone in a variety of physical activities.	Physical Education Standard Reference
	PE9.1.1	Create, monitor, and evaluate a personal goal using current levels of physical activity.	12.PE.2.1
	PE9.1.2	Evaluate the health benefits of a variety of physical activities.	12.PE.2.2
	<b>PE9.1.3</b>	<b>Create, monitor, and evaluate a long-term physical activity goal by applying the principles and components of health-related fitness.</b>	12.PE.2.3
	<b>PE9.1.4</b>	<b>Engage in a variety of physical activities that will enhance health-related fitness.</b>	12.PE.2.4
	PE9.1.5	Use criteria to evaluate health-related fitness products, technologies, and resources.	12.PE.2.5
	PE9.1.6	Reach and maintain target heart rate zone while participating in a variety of physical activities.	12.PE.2.1 12.PE.2.3 12.PE.2.5

	PE9.1.7	Apply criteria to evaluate health-related fitness products, technology and resources to enhance health.	12.PE.2.5
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PE9.2		<b>Students will apply tactical concepts, specialized skills and performance principles; and, will evaluate them in a variety of physical activities.</b>	Physical Education Standard Reference
	PE9.2.1	Demonstrate combined movement skills and patterns in specialized settings.	12.PE.1.1
	PE9.2.2	Demonstrate specialized manipulative skills in team activities.	12.PE.1.2
	<b>PE9.2.3</b>	<b>Demonstrate specialized skills in a variety of physical activities.</b>	12.PE.1.3
	<b>PE9.2.4</b>	<b>Apply specialized tactical concepts in a variety of physical activities.</b>	12.PE.1.4 12.PE.1.5 12.PE.1.8
	PE9.2.5	Evaluate specialized skills used by self/others in a variety of physical activities.	12.PE.1.6 12.PE.1.7
	PE9.2.6	Evaluate the use of specialized tactics in a variety of physical activities.	12.PE.1.8

PE9.3		<b>Students will exhibit responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interactions.</b>	Physical Education Standard Reference
	<b>PE9.3.1</b>	<b>Demonstrate respect by holding self and other accountable for following rules, procedures, safe practices, and etiquette in physical activity settings.</b>	12.PE.3.1
	PE9.3.2	Communicate effectively to promote positive group or team dynamics in physical activity settings.	12.PE.3.2



	<b>PE9.3.3</b>	<b>Participate in physical activities that promote self-challenge, personal growth, and well-being.</b>	12.PE.3.3
	<b>PE9.3.4</b>	<b>Use criteria to evaluate physical activities that promote self-expression and enjoyment and provide opportunities for social interaction.</b>	12.PE.3.4
	PE9.3.5	Participate in a variety of physical activities that promote self-expression.	12.PE.3.5

## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>CB.1</b>		<b>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.</b>	Physical Education Standard Reference
	<b>CB.1.1</b>	<b>Analyze current fitness levels for each of the five health related components of fitness.</b>	12.2.1 12.2.3
	<b>CB.1.2</b>	<b>Set fitness goals based on analysis of personal assessment of fitness levels.</b>	12.2.1 12.3.3
	<b>CB.1.3</b>	<b>Analyze fitness levels at the end of the semester fitness for each of the five health related components of fitness and justify why goals were attained or not attained.</b>	12.2.3
	<b>CB.1.4</b>	<b>Create, monitor and evaluate a personal fitness plan to enhance overall health.</b>	12.2.1 12.2.3

<b>CB.2</b>		<b>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.</b>	Physical Education Standard Reference
	<b>CB.2.1</b>	<b>Identify and participate in individual, dual, team, or lifetime activities to promote physical fitness.</b>	12.2.4
	<b>CB.2.2</b>	<b>Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in individual, dual, team or lifetime activities.</b>	12.3.1 12.3.2
	<b>CB.2.3</b>	<b>Reach and maintain target heart rate zone while participating in individual, dual, team or lifetime activities.</b>	12.2.1 12.2.3 12.2.4
	<b>CB.2.4</b>	<b>Apply tactical concepts/strategies and performance principles when lifting and spotting.</b>	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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

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	<b>Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in dual activities.</b>	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	<b>Reach and maintain target heart rate zone while participating in dual activities.</b>	12.2.1 12.2.3 12.2.4

<b>PF.2</b>		<b>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.</b>	Physical Education Standard Reference
	<b>PF.2.1</b>	<b>Participate in team activities to promote physical fitness.</b>	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	<b>Demonstrate appropriate personal and social behavior (<i>for example leadership, rules, etiquette, procedures</i>) in team activities.</b>	12.3.1 12.3.2
	PF.2.5	Demonstrate movement skills and patterns in a specialized setting ( <i>for example project adventure, pool, weight room</i> ).	12.1.1
	PF.2.6	<b>Reach and maintain target heart rate zone while participating in team activities.</b>	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

<b>PF.3</b>		<b>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.</b>	Physical Education Standard Reference
	<b>PF.3.1</b>	<b>Participate in lifetime activities to promote physical fitness.</b>	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
	<b>PF.3.4</b>	<b>Demonstrate appropriate personal and social behavior (for example leadership, rules, etiquette, procedures) in lifetime activities.</b>	12.3.1 12.3.2
	<b>PF.3.5</b>	<b>Reach and maintain target heart rate zone while participating in lifetime activities.</b>	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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

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	<b>Apply trust activities that enhance teamwork and collaboration.</b>	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	<b>Identify verbal and non-verbal communication techniques to enhance the outcome of an activity.</b>	HE 12.3.1 HE 12.3.2
	CC.1.5	<b>Demonstrate effective communication techniques to enhance team work and collaboration.</b>	HE 12.3.3
	CC.1.6	Analyze successes and/or failures of the outcome of an activity.	12.1.8

<b>CC.2</b>		<b>Students will demonstrate effective communication techniques, teamwork, collaboration skills, and problem solving while participating in project adventure and group challenges.</b>	Physical Education Standard Reference
	<b>CC.2.1</b>	<b>Demonstrate participation in a variety of project adventure activities and group challenges</b> <i>(for example climbing, ropes course, aquatics, archery, etc.).</i>	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
	<b>CC.2.3</b>	<b>Identify verbal and non-verbal communication techniques to enhance the outcome of an activity.</b>	HE 12.3.1 HE 12.3.2
	<b>CC.2.4</b>	<b>Demonstrate effective communication techniques to enhance team work and collaboration.</b>	HE 12.3.3
	<b>CC.2.5</b>	<b>Demonstrate problem solving techniques in a variety of activities.</b>	
	CC.2.6	Analyze successes and/or failures of the outcome of an activity.	12.1.8

<b>CC.3</b>		<b>Students will demonstrate effective communication techniques, teamwork, collaboration skills, and problem solving while participating in a variety of individual activities (archery, geocaching, etc.).</b>	Physical Education Standard Reference
	<b>CC.3.1</b>	<b>Identify and participate in individual activities to promote problem solving, communication, teamwork and collaboration skills</b> <i>(for example archery, geocaching, etc.).</i>	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
	<b>CC.3.4</b>	<b>Demonstrate appropriate personal and social behavior</b> <i>(for example leadership, rules, etiquette, procedures) in individual activities.</i>	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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>STC.1</b>		<b>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.</b>	Physical Education Standard Reference
	<b>STC.1.1</b>	<b>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.</b>	12.2.1 12.2.3 12.3.3
	<b>STC.1.2</b>	<b>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.</b>	12.2.3
	<b>STC.1.3</b>	<b>Create, monitor and evaluate a personal fitness plan to enhance overall health.</b>	12.2.1 12.2.3

<b>STC.2</b>		<b>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.</b>	Physical Education Standard Reference
	<b>STC.2.1</b>	<b>Identify and participate in strength/conditioning activities to enhance physical fitness.</b>	12.2.4
	<b>STC.2.2</b>	<b>Apply tactical concepts and performance principles in strength/conditioning activities.</b>	12.1.3 12.1.5 12.1.7
	<b>STC.2.3</b>	<b>Demonstrate and evaluate specialized skills, tactics and strategies in strength/conditioning activities.</b>	12.1.3 12.1.7 12.1.8
	STC.2.4	Demonstrate appropriate personal and social behavior ( <i>for example leadership, rules, etiquette, procedures</i> ).	12.3.1 12.3.2
	<b>STC.2.5</b>	<b>Apply tactical concepts/strategies and performance principles when lifting and spotting.</b>	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 Health

Purpose Statement:	Students will access health resources, communicate effectively, solve problems and make decisions, and identify personal and social responsibility.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

HK.1		Students will identify, and contact people in and out of school who can help improve health and safety.	Health Standard Reference
	HK.1.1	Identify people/places in school who can help students improve their health and safety in many ways (Nurse, Counselor, Cafeteria, Teacher, etc.).	2.HE.1.1
	HK.1.2	Identify ways to get help in an emergency at school and out of school (Call 911, Parent, Playground Monitor, etc.).	2.HE.1.3
	<b>HK.1.3</b>	<b>Identify ways to prevent bodily harm (Helmet, Seatbelt, Crosswalk/Looking Both Ways, Fire Safety).</b>	2.HE.4.2

HK.2		Students will identify emotions and how to treat self and others.	Health Standard Reference
	<b>HK.2.1</b>	<b>Identify the emotions (Angry, Sad, Happy, Hungry, Afraid, Disgust, etc.).</b>	2.HE.4.4
	<b>HK.2.2</b>	<b>Identify healthy ways to respond to emotions</b> <i>(e.g. Calming strategies, Sharing, I Statements, Mindfulness, Healthy Habits such as sleep and asking for healthy snacks, etc.).</i>	<b>2.HE.3.1</b>

<b>HK.3</b>		<b>Students will identify health related choices and behaviors that will improve or maintain personal health.</b>	Health Standard Reference
	<b>HK.3.1</b>	<b>Identify the 5 healthy food groups.</b>	2.HE.2.2 2.HE.4.1
	<b>HK.3.2</b>	<b>Identify unhealthy foods (sometimes foods, sugary foods, friend foods, etc.).</b>	2.HE.2.2 2.HE.4.2

<b>HK.4</b>		<b>Students will identify behaviors that will prevent the spread of disease.</b>	Health Standard Reference
	<b>HK.4.1</b>	<b>Identify that hand-washing prevents disease.</b>	<b>2.HE.4.3</b>
	<b>HK.4.2</b>	<b>Identify how to cover cough/sneeze.</b>	<b>2.HE.4.3</b>
	<b>HK.4.3</b>	<b>Identify that brushing teeth prevents cavities.</b>	<b>2.HE.4.3</b>

**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 access health resources, communicate effectively, solve problems and make decisions, and identify personal and social responsibility.
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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>H1.1</b>		<b>Students will identify, locate, and contact people in and out of school who can help improve health and safety.</b>	Health Standard Reference
	H1.1.1	Identify a variety of people/places in school who can help students improve their health and safety (Nurse, Counselor, Cafeteria, Teacher, etc.)	2.HE.1.1
	H1.1.2	Identify people/places out of school that can help your health and safety (e.g. Police, Fire, Rec Center, Doctor, Grocery Store, etc.)	2.HE.1.1
	H1.1.3	Identify ways to get help in an emergency at school and out of school (e.g. If you are Lost, Call 911, Parent, Playground Monitor, etc.)	2.HE.1.3
	<b>H1.4.4</b>	<b>Identify appropriate ways to respond to unwanted situations (e.g. Good/Bad Touch, Stranger Danger, Bullying, Unsafe home environment, hunger, etc.)</b>	<b>2.HE.3.4</b>

<b>H1.2</b>		<b>Students will identify emotions and basic communication skills</b>	Health Standard Reference
	<b>H1.2.1</b>	<b>Identify healthy ways to express my emotions (e.g. Stress Management, Anger Management, I Statements, Mindfulness, Trusted Adult Conversations, etc.)</b>	<b>2.HE.3.1</b>

	<b>H1.2.2</b>	<b>Identify effective listening skills (e.g. Eye Contact, waiting turn to talk/Not interrupting others, asking questions, etc.)</b>	<b>2.HE.3.2</b>
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<b>H1.3</b>		<b>Students will identify health related choices and behaviors that will improve or maintain personal health.</b>	Health Standard Reference
	<b>H1.3.1</b>	<b>Identify the foods that belong to the 5 healthy food groups.</b>	<b>2.HE.2.2</b> <b>2.HE.4.1</b>
	<b>H1.3.2</b>	<b>Identify how unhealthy food choices affect my health (e.g. sometimes foods, cavities, heart disease, weight gain, etc.)</b>	<b>2.HE.2.2</b> <b>2.HE.4.2</b>

<b>HK1.4</b>		<b>Students will identify behaviors that will prevent the spread of disease.</b>	Health Standard Reference
	<b>H1.4.1</b>	<b>Identify the steps of effective handwashing.</b>	<b>2.HE.4.3</b>
	<b>H1.4.2</b>	<b>Identify how to cover cough/sneeze.</b>	<b>2.HE.4.3</b>
	<b>H1.4.3</b>	<b>Identify many strategies for personal hygiene (e.g. Brushing Teeth, Combing Hair, Bathing, Clean Clothes, etc.)</b>	<b>2.HE.4.3</b>
	<b>H1.4.4</b>	<b>Identify ways to prevent health risks (Sunscreen, Gun Safety, Water Safety, Fire Escape Plan, etc.)</b>	<b>2.HE.4.2</b>

**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/resource.	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

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

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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

H4.1		<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.</b>	Health Standard Reference
	H4.1.1	Describe how verbal and non-verbal techniques improve health or reduce health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others)	5.3.1
	H4.1.2	<b>Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions)</b>	<b>5.1.1</b>

H4.2		<b>Students will access, analyze, and evaluate health information, products, and resources.</b>	Health Standard Reference
	H4.2.1	<b>Explain how products can enhance personal health (e.g., deodorant, toothpaste, etc.)</b>	<b>5.1.3</b>
	H4.2.2	<b>Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health and prevent or reduce health risks.</b>	<b>5.1.1</b>

<b>H4.3</b>		<b>Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.</b>	Health Standard Reference
	<b>H4.3.1</b>	<b>Identify a problem in a given health-related scenario.</b>	<b>5.2.1</b>
	<b>H4.3.2</b>	<b>Describe how others can influence health-related decisions.</b>	<b>5.2.4</b>
	<b>H4.3.3</b>	<b>Describe what options may exist for a given health-related decision</b>	

<b>H4.4</b>		<b>Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.</b>	Health Standard Reference
	<b>H4.4.1</b>	<b>Explain behaviors that improve/maintain personal health, and prevent, reduce, or avoid health risks.</b>	<b>5.4.1</b>
	<b>H4.4.2</b>	<b>Explain how behaviors prevent the spread of disease.</b>	<b>5.4.3</b>

**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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

H5.1		<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.</b>	Health Standard Reference
	H5.1.1	Describe challenges that prevent effective communication.	5.3.2
	<b>H5.1.2</b>	<b>Describe how effective communication assists in conflict resolution and helps reduce or avoid health risks.</b>	<b>5.3.4</b>
	<b>H5.1.3</b>	<b>Demonstrate the use of refusal strategies in a given scenario to prevent, reduce, or avoid health risks.</b>	<b>5.3.3</b>

H5.2		<b>Students will access, analyze, and evaluate health information, products, and resources.</b>	Health Standard Reference
	<b>H5.2.1</b>	<b>Access accurate information (e.g., home, school, community, online) about health and health risks (e.g., where do you find information about growth and development, Puberty or nutrition).</b>	<b>5.1.2</b>
	<b>H5.2.2</b>	<b>Demonstrate the ability to access appropriate health resources at school or in the community that help enhance health</b>	<b>5.1.1</b>

		<b>and prevent or reduce health risks.</b>	
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<b>H5.3</b>	<b>Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.</b>		Health Standard Reference
	<b>H5.3.1</b>	<b>Identify a problem in a given health-related scenario.</b>	<b>5.2.1</b>
	<b>H5.3.2</b>	<b>Describe how others can influence health-related decisions.</b>	<b>5.2.4</b>
	<b>H5.3.3</b>	<b>Describe what options may exist for a given health-related decision</b>	
	<b>H5.3.4</b>	<b>Describe the positive and negative consequences that may occur with each option of a given health-related decision.</b>	<b>5.2.6</b>
	<b>H5.3.5</b>	<b>Use a decision-making process for a given health-related scenario (e.g., bullying, personal injury, nutrition, vaping).</b>	<b>5.2.7</b>

<b>H5.4</b>	<b>Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoid health risks.</b>		Health Standard Reference
	<b>H5.4.1</b>	<b>Describe situations that may cause stress.</b>	<b>5.4.4</b>
	<b>H5.4.2</b>	<b>Demonstrate the ability to manage stress and emotions in a socially acceptable manner (e.g., positive ways to express anger, alternatives to violence, etc.).</b>	<b>5.4.6</b>
	<b>H5.4.3</b>	<b>Explain the steps for creating a personal health goal.</b>	<b>5.4.7</b>
	<b>H5.4.4</b>	<b>Set a short-term personal health goal and reflect on individual progress (e.g., brush teeth two times per day, walk 10,000 steps every day, 8-10 hours of sleep).</b>	<b>5.4.8</b>

## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

H6.1		Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Health Standard Reference
	H6.1.1	<b>Demonstrate the ability to use effective communication techniques (e.g., written, verbal, nonverbal, visual, electronic, etc.) to enhance health and prevent or reduce health risks.</b>	<b>8.3.1</b>
	H6.1.2	<b>Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.</b>	<b>8.3.3</b>

H6.2		Students will access and analyze and evaluate health information, products, and resources.	Health Standard Reference
	H6.2.1	Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance health and prevent or reduce health risks.	8.1.1
	H6.2.2	<b>Analyze situations or conditions to determine when health services are needed.</b>	<b>8.1.2</b>
	H6.2.3	<b>Apply criteria for determining validity of health information from products, technologies, and resources.</b>	<b>8.1.3</b>

<b>H6.3</b>		<b>Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.</b>	Health Standard Reference
	H6.3.1	Explain various types of decision-making processes to enhance health and prevent or reduce health risks.	8.2.1
	<b>H6.3.2</b>	<b>Apply a systematic decision-making process that includes analysis of outcomes (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks.</b>	<b>8.2.2</b>
	H6.3.3	Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors.	8.2.4
	<b>H6.3.4</b>	<b>Apply a systematic process (e.g., identify problem, collect information, analyze data, draw conclusions, make decisions) to examine health related issues or problems.</b>	<b>8.2.7</b>

<b>H6.4</b>		<b>Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.</b>	Health Standard Reference
	<b>H6.4.1</b>	<b>Differentiate between healthy and unhealthy behaviors for improving personal health.</b>	<b>8.4.1</b>
	<b>H6.4.2</b>	<b>Analyze behaviors that prevent or reduce health risks to self and others.</b>	<b>8.4.2</b>
	<b>H6.4.3</b>	<b>Demonstrate an understanding of behaviors that reduce health risks.</b>	<b>8.4.3</b>
	H6.4.4	Describe signs of stress and how stress can affect health status .	8.4.4
	H6.4.5	Analyze age-appropriate factors that create good stress and bad stress.	8.4.5

	H6.4.6	Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep hygiene, proper nutrition, and trusted resources) and use good stress to motivate successful performance.	8.4.6
	H6.4.7	Use multiple criteria (e.g., Specific, Measurable, Action-oriented, Realistic, Timely) to set a short-term personal health goal and make a plan for achieving it.	8.4.8
	H6.4.8	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved.	8.4.9
	H6.4.9	Explain how individual, social, and cultural differences may increase bullying.	8.4.10
	H6.4.10	Describe various forms of bullying and the roles (e.g., aggressor, bystander, victim, etc.) of all involved in bullying situations.	8.4.11
	H6.4.11	Analyze how prevention strategies (e.g., action or inaction) impact bullying.	8.4.12
	H6.4.12	Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.) of bullying on physical, mental, emotional, and social health.	8.4.13
	H6.4.13	Explain the relationship between physical, mental, emotional, and social health.	8.4.14

## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>H7.1</b>		Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.	Health Standard Reference
	H7.1.1	Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic etc.) to enhance health and prevent or reduce health risks.	8.3.1
	<b>H7.1.2</b>	<b>Demonstrate the ability to apply effective refusal and conflict resolution skills to prevent health risks or risk behaviors.</b>	<b>8.3.3</b>
	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
	<b>H7.1.6</b>	<b>Describe negotiation and collaboration skills that enhance health and prevent or reduce health risks.</b>	<b>8.3.4</b>

<b>H7.2</b>		<b>Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.</b>	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 to enhance health and prevent or reduce health risks.	8.2.1
	H7.2.3	Identify consequences in relation to individual decisions.	8.2.3
	H7.2.4	<b>Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).</b>	<b>8.2.4</b>
	H7.2.5	<b>Apply a systematic decision-making process that includes analysis of outcome (e.g., impact of decision on self, on others) to enhance health and prevent, reduce, or avoid health risks.</b>	<b>8.2.2</b>

H7.3	<b>Students will access, analyze, and evaluate health information, products, and resources.</b>		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 criteria for determining validity of health information from products, technologies, and resources.	8.1.3
	H7.3.3	Analyze situations or conditions to determine when health services are needed.	8.1.2
	H7.3.4	<b>Demonstrate the ability to locate appropriate health resources at school or in the community and beyond that help enhance and prevent or reduce health risks.</b>	<b>8.1.1</b>
	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

<b>H.7.4</b>		<b>Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing or avoiding health risks.</b>	Health Standard Reference
	H7.4.1	Identify and describe the effects of good and bad stress	8.4.4 8.4.5
	<b>H7.4.2</b>	<b>Demonstrate the ability to apply strategies to manage bad stress (e.g., sleep hygiene, proper nutrition and trusted resources) and use good stress to motivate successful performance.</b>	<b>8.4.6</b>
	H7.4.3	Identify a systematic process to set short-term and long-term health related goals.	8.4.8
	<b>H7.4.4</b>	<b>Use multiple criteria (e.g., Specific, Measurable, Action-oriented, Realistic, Timely) to set a short-term personal health goal and make a plan for achieving it.</b>	<b>8.4.8</b>
	H7.4.5	Describe types of bullying, abuse, and violence	8.4.10
	<b>H7.4.6</b>	<b>Describe the impacts (e.g., depression, violence, avoidance, suicide, physical illness, etc.)</b>	<b>8.3.13</b>
	<b>H7.4.7</b>	<b>Explain the relationship between physical, mental, emotional, and social health.</b>	<b>8.4.14</b>



## 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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**Bolded** items identify learning targets that are considered a priority. Please note, however, that all learning targets/standards in the curriculum map must still be taught, but those in bold should be taught to at least proficiency.

Benchmarks:

<b>H9.1</b>		<b>Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.</b>	Health Standard Reference
	H9.1.1	Analyze how personal health affects self, others, and society.	12.HE.4.1
	<b>H9.1.2</b>	<b>Demonstrate the ability to use a strategic approach to manage health risks and enhance health.</b>	<b>12.HE.4.2</b>
	H9.1.3	Evaluate the effectiveness of behaviors that prevent the spread of disease.	12.HE.4.3
	H9.1.4	Explain signs of stress and how stress can affect health status.	12.HE.4.4
	H9.1.5	Analyze age-appropriate factors that create good and bad stress.	12.HE.4.5

<b>H9.2</b>		<b>Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.</b>	Health Standard Reference
	H9.2.1	Analyze the types of decisions that would be appropriate for a specific health-related situation.	12.HE.2.1
	<b>H9.2.2</b>	<b>Apply a systematic decision-making process that includes evaluation of outcomes to self and others to enhance health.</b>	<b>12.HE.2.2</b>
	H9.2.3	Apply a systematic decision-making process that includes evaluation of outcomes to self and others to prevent, reduce, or avoid health risks.	12.HE.2.3

<b>H9.3</b>		<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.</b>	Health Standard Reference
	H9.3.1	<b>Evaluate verbal and non-verbal techniques for communicating effectively with family, peers, and others to enhance health and prevent, reduce, or avoid health risks.</b>	<b>12.HE.3.1</b>
	H9.3.2	<b>Demonstrate the ability to use effective communication techniques to advocate for personal and community health.</b>	<b>12.HE.3.2</b>
	H9.3.3	<b>Demonstrate the ability to use refusal, negotiation, and collaboration skills to enhance health and to prevent, reduce, or avoid health risks.</b>	<b>12.HE.3.3</b>
	H9.3.4	<b>Demonstrate the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</b>	<b>12.HE.3.4</b>
	H9.3.5	Demonstrate the ability to use effective listening skills for a variety of purposes.	12.HE.3.5

<b>H9.4</b>		<b>Students will access, analyze, and evaluate health information, products, and resources.</b>	Health Standard Reference
	<b>H9.4.1</b>	<b>Locate and evaluate appropriate resources at school, in the community, and beyond that help to enhance health and prevent or reduce health risks.</b>	<b>12.HE.1.1</b>
	<b>H9.4.2</b>	<b>Use criteria to evaluate the validity of health information from a variety of sources.</b>	<b>12.HE.1.2</b>
	H9.4.3	Use criteria to evaluate claims about products that enhance health and prevent or reduce health risks.	12.HE.1.3

## 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>			
<b>Individual Activities</b>	<b>Dual Activities</b>	<b>Modified Team Activities</b>	<b>Lifetime Activities</b>
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>