

Grades K-8 Physical and Health Education Curriculum

Statement of Philosophy

Movement and activity are essential components of total body wellness and academic achievement. Physical and Health Education develops, integrates, and promotes enjoyment through increased knowledge, positive attitudes, healthy behaviors, and lifelong skills, which meets the needs of all students. Through engagement in individual, small group, and team activities, students build confidence, promote positive self-image, and work to achieve personal goals.

National and State Standards

Physical Development

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- 1. STATE GOAL 19: Achieve movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
- A. Demonstrate physical competency in a variety of motor skills and movement patterns.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety and strategies during physical activity.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

IL STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continuous self-assessment.

- A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
- B. Assess individual fitness levels.
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

IL STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.

- A. Demonstrate personal responsibility during group physical activities.
- B. Demonstrates cooperative skills during structured group physical activity.

Health

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

IL STATE GOAL 22: Understand principles of health promotion and the prevention & treatment of illness & injury.

- A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- C. Explain how the environment can affect health.
- D. Describe how to advocate for the health of individuals, families and communities.

Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3 - Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.

IL STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
- B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

IL STATE GOAL 23: Understand human body systems and factors that influence growth and development.

- A. Explain the effects of health-related actions on the body systems.
- B. Describe factors that affect growth and development.

Standard 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

	Characteristics of Successful Learners
<p>Best instructional practices in both physical and health education classrooms should:</p> <ul style="list-style-type: none"> ▪ include all students, with adaptations for students with disabilities, and provide opportunities for success ▪ develop student responsibility, leadership and self-evaluatory ▪ provide individual feedback through self, peer, formative and summative assessments ▪ connect, integrate and transfer knowledge learned to everyday life ▪ meet all students where they are at and promote growth in their learning ▪ differentiate to provide success; inclusion opportunities to all students <p>Best instructional practices in physical education classrooms should:</p> <ul style="list-style-type: none"> ▪ develop each student's physical literacy (the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person) ▪ emphasize and promote participation in activity ▪ develop skills and techniques that are required to participate in activities ▪ promote active learning and physical persistence and perseverance ▪ support a health enhancing and lifetime physical activity approach ▪ encourage cooperation, teamwork, conflict resolution and problem solving ▪ plan and evaluate progressive and sequential learning experiences that challenge and engage students <p>Best instructional practices in adaptive physical education should:</p> <ul style="list-style-type: none"> ▪ understand the influence of developmental delays on motor development ▪ assess individual students to determine gross motor goals for learning ▪ provide an individualized approach to physical education and activity ▪ provide a safe and positive environment for students to grow and learn ▪ provide a high quality, successfully designed program to target specific motor skills ▪ progress monitor student IEP goals to track growth ▪ encourage and motivate students to reach their full potential ▪ support students and PE teachers to enhance the inclusion experience for students ▪ provide a team approach to service delivery through communication with students' families and other professionals 	<p>Characteristics of Successful Learners</p> <ul style="list-style-type: none"> Transfers knowledge to new situations Thinks flexibly Is a self-directed learner Thinks reflectively Listens actively Demonstrates perseverance Strives for personal best Takes responsible risks Acts responsibly Responds effectively Maintains focus Thinks interdependently Self-advocates
<p>Best instructional practices in health education classrooms should:</p> <ul style="list-style-type: none"> ▪ empower students to use decision making skills while making healthy decisions in their daily lives ▪ encourage the use of credible and accurate health resources ▪ provide a safe environment for students to learn sensitive topics ▪ allow for choice in demonstrating knowledge ▪ promote positive interaction between peers during discussions ▪ identify valid health information as evidence of support for topics and issues ▪ emphasize on health related fitness components and connection to lifelong fitness <p>By the end of eighth grade, students will</p> <ul style="list-style-type: none"> ▪ Apply well-developed fine and gross motor skills in games and activities ▪ Use common vocabulary throughout all grades ▪ Participate in movement experiences that include dance, sports, and fitness activities ▪ Initiate and/or create art ideas ▪ Seek opportunities for leadership ▪ Apply the concepts, skills, strategies, and rules of team sports, individual sports, and personal fitness ▪ Become physically literate; individuals who "love the joys to enjoy and sustain the world" goal of lifetime wellness 	<p>Second Step</p> <p>The Second Step program provides each grade level with developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving. These core social-emotional skills are practiced and reinforced in the physical education and health classes.</p>

- Create a stress management plan
- Discuss body image and the impact of the media, peers, family, and other factors on body image and self-esteem
- Differentiate between the three types of eating disorders. Identify signs of eating disorders, discuss ways to help someone with an eating disorder
- Recognize the warning signs of and prevalence of depression and suicide
- Plan how to help a friend with depression or suicide. Identify an adult to reach out to about issues related to emotional health
- Analyze a character from a story who suffered from depression
- Discuss and define abuse and violence
- Analyze the effects of bullying and violence on others, brainstorm how you can make a positive impact.
- Describe the effects of eating and drinking in the body and differentiate between nutrients
- Read and outline the USDA's My Plate image, identify the USDA recommendations within each food group
- Demonstrate understanding of the "My Plate" concept by planning a meal which meets the My Plate Guidelines
- Critique their own eating habits and create a goal about nutrition
- Explain the role of vanity, balance, and moderation in a "healthy" diet.

Eighth Grade

(Reinforce prior skills and understandings)

- Identify the 7 dimensions of wellness
- Justify the need to balance all dimensions of wellness
- Explain how the dimensions of health affect each other and the importance of balancing the dimensions

Prevention and Treatment of Illness and Injury

Domain-specific vocabulary: emergency, first aid, injury, tobacco, addiction, alcohol, pathogens, infectious disease, immune system, heart disease, cancer, drugs, prescription.

Academic vocabulary: define, recognize, discuss, media, refusal.

- Knowledge of illnesses, prevention, identification, treatment and care provide students with the tools to maintain and contribute to a healthy environment for themselves and others around them.

Formative Understandings:

In Grades K-5 health concepts are taught in the context of the classroom and the PE class, as appropriate.

***Kindergarten, First Grade, and Second Grade**

- Recognize about the importance of taking medication in the presence of a responsible adult
- List places at home where dangerous chemicals are found and explain ways to prevent injury/illness due to the chemicals
- Know ways to prevent accidents
- Know ways to identify fatigue and what you can do about it
- Demonstrate dressing appropriately in varying types of weather
- Demonstrate how to avoid infecting others with germs and know the importance of washing hands
- Demonstrate proper hygiene by washing hands and covering mouth
- Recognize the importance of brushing one's teeth and when to brush
- Label dental terms, such as dental flossing, tooth decay, etc.

Third Grade

(Reinforce prior skills and understandings)

- List ways to prevent accidents
- Know ways to identify fatigue and what can be done about it

- Recognize importance of tooth-brushing for health and appearance

***Fourth Grade**

(Reinforce prior skills and understandings)

- Identify effects of substances use on the body
- Recognize effect of alcohol and chemical use on the family unit
- Apply stress management techniques without substances
- Compare the consequences of mature and immature behavior
- Contrast the difference between positive and negative social behaviors
- Understand how exercise affects emotions
- Demonstrate health habits and their effect on well being
- Use problem solving techniques
- Identify stresses within family life and daily life
- Understand the effects of respectful behavior on interpersonal relationships
- Identify positive effects of "cool self-talk" during stressful situations
- Define child abuse and help for child abuse victims

***Fifth Grade**

(Reinforce prior skills and understandings)

- Discuss the effects of drug abuse, caffeine, and nicotine on physical, mental, emotional, and social well-being
- Distinguish between drug use, drug misuse, and drug abuse
- Use strategies/refusal skills to resist drugs
- Recognize when symptoms of illness require attention from an adult, health care provider or emergency assistance
- Develop strategies for the prevention and reduction of communicable and non-communicable disease through basic principles of health promotion, illness prevention, and safety
- Recommend safe choices that make a positive difference to your health and the health of others
- List possible positive and negative consequences of health-related choices
- Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses
- Discuss ways individuals and communities reduce pollution
- Know the difference between pollutants and sources of pollution
 - noise pollution
 - air pollution
- Describe the physical effects and health risks that pollution can have on the body
- Explain how recycling can reduce health risk
- Explain the relationship between prolonged exposure to the sun and cancer

Sixth Grade

(Reinforce prior skills and understandings)

- Explain first aid and how the accident chain can lead to injuries.
- Analyze an emergency, injury, or illness and determine the care needed.
- Recognize emergency situations that can impact health and well-being (e.g., tornado, flood, fire, etc.)
- Explain how to give care to common injuries.
- Explain the side effects of tobacco on the body.
- Explain, addition, how people become addicted, and how that affects the systems of the body.

Seventh Grade

(Reinforce prior skills and understandings)

- Define a term related to alcohol
- Discuss influences on drinking behaviors in the U.S. and possible consequences of underage drinking
- Demonstrate alcohol's effects on the body
- Describe alcohol's effects on behavior
- Demonstrate the use of refusal skills in the context of alcohol.

- Critique the way the media portrays a cold
- Define infectious diseases, differentiate between the four types of pathogens
- Describe how infectious diseases are spread
- List ways to prevent the spread of infectious diseases and strengthen the immune system

Eighth Grade

(Reinforce and/or extend skills)

- Define terms related to non-infectious disease
- Explain common causes of non-infectious disease
- Identify risk factors for heart disease and cancer, conclude ways to reduce your risk of non-infectious disease
- Define terms related to drug education
- Explain the relationships between tolerance, dependence, and addiction
- Describe the dangers of marijuana use, club drugs, and prescription drug abuse
- Persuade someone to not use illegal drugs

Communication and Decision-Making

Domain-specific vocabulary: teasing, bullying, relationships, victim, sexual assault, sexual harassment, violence, aggressive, assertive, observer, mental health, emotional health

Academic vocabulary: consequences, help, health

Big Ideas/Concepts:
Healthy non-romantic skills, relationship skills and correct use of the decision making process in real life situations, move an individual towards a healthy lifestyle.

Formative Understandings:

*In Grades K-5 health concepts are taught in the context of the classroom and the PE class, as appropriate.

All Grades – reinforced school-wide

- Demonstrates proper procedures/techniques during drills: fire, severe weather, lock down, bus evacuation
- Demonstrate proper bus/boat safety procedures
- Apply rules for playground safety
- Recognize the need for use of seat belts
- Recognize the importance of following traffic signs
- Discuss the importance of following traffic rules to and from school.

*Kindergarten and First Grade

- Recognize that adults that are significant in one's life
- List characteristics that make students similar, different, and unique
- Identify ways to feel good about themselves
- Identify responses/choices one has in daily life
- Discuss how one's behavior has consequences
- Identify ways that people express feelings
- Communicate in positive ways to resolve differences/conflict
- Discuss and apply classroom and school rules through acceptable behavior
- Identify and discuss ways to avoid or remove oneself from dangerous and uncomfortable situations (stranger danger)

*Second Grade and Third Grade

- Recognize that advertising affects decision making related to health

*Fourth Grade

- Recognize multiple labels on packaging
- Recognize characteristics of bullying behavior

*Fifth Grade

- Use communication effectively to promote better interpersonal relations and conflict resolution skills
- Demonstrate respect for others' feelings, rights, and property
- Compare and contrast healthy and non-healthy relationships
- Examine emotional responses in different situations
- Describe the effects of negative or unsafe behaviors on others and the procedure for reporting unsafe behaviors
- Classify health choices that are learned from contacts, peers, or the media as being healthy or unhealthy
- Recognize media influences on drug use

Sixth Grade

- Demonstrate the use of the decision making process.
- Compare and contrast communication styles, including assertive, aggressive, teasing and bullying.
- Develop strategies for dealing with bullying and teasing of a victim or observer.

- Analyze methods to develop healthy relationships at school, at home, and with friends.

Seventh Grade

(Reinforce prior skills and understandings)

- Describe how to help a friend suffering from a mental/emotional health issue

Eighth Grade

(Reinforce prior skills and understandings)

- Creates a realistic, measurable, and valuable health goal, critique goals that do not meet that criteria
- Measure progress toward the goal, analyze what is skills, traits, and behaviors enable you to be successful
- Brainstorm traits and characteristics of healthy relationships
- Discuss abstinence and the importance of healthy relationships
- Analyze the possible consequences of sex
- Identify situations and behaviors that constitute bullying, sexual harassment, sexual assault, and dating violence
- Review the warning signs and prevalence of depression and suicide
- Discuss how you can help a friend get help for an emotional health concern

Human Body Systems

Domain-specific vocabulary: reproductive system, STIs, HIV, contraception, pregnancy

Academic vocabulary: risks, effectiveness, prevention

Big Ideas/Concepts:

**In Grades K-4 health concepts are taught in the context of the classroom and the PE class, as appropriate. In Grade 5 Body Systems and Interactions are part of the science curriculum (See Grade 5 Science Curriculum Map)*

*Kindergarten, First Grade, and Second Grade

- Measure and compare individual child's fall and spring heights
- Identify and explain the five senses
- Explain functions of avian/horse/human/skin

*Third Grade and Fourth Grade

(Reinforce prior skills and understandings)

- List characteristics that make students similar, different, and unique

*Fifth Grade – See Science Curriculum Map

(Reinforce prior skills and understandings)

- Recognize characteristics of an individual that allow for a unique rate of growth and development
- Examine factors and behaviors that affect growth
- Describe how a family's health history can be passed from parent to child

Eighth Grade

(Reinforce prior skills and understandings from grade 5 science)

- Define reproductive organs and identify their roles
- Review the functions of the reproductive system
- Identify medically accurate resources about pregnancy prevention and reproductive healthcare
- Identify the emotional, physical, and social effects of teen pregnancy
- Demonstrate knowledge of the prevalence of STIs and the risks of having sex
- Identify signs, symptoms, and treatments for common STIs, including HIV
- Identify ways sexually active people can reduce the risk of pregnancy and STIs
- Explain the health benefits, risks, and effectiveness rates of various methods of contraception

- 4. Discuss positive outcomes of exercise based on choices you make.

First Grade

(Reinforce prior skills and understandings)

- Identify activities that help improve health-related and skill-related fitness.
- Discuss changes that take place in the body after physical activity.
- List components of health-related and skill-related fitness.
- Recall the immediate effects of exercise on the body.
- Match the components of health-related fitness to fitness assessments.
- Match level of fitness to health-related fitness components.
- Participate in health-related fitness activity.
- Identify personal preferences related to physical activity.
- Set goals based on fitness data with teacher guidance.
- Participate in teacher-directed activities that can develop health-related fitness goals.
- Discuss behavioral choices that impact wellness levels.

Second Grade

(Reinforce prior skills and understandings)

- Participate in health-related fitness and skill-related activities.
- Match a variety of physical activities to their fitness component.
- Identify what activities will improve health-related and skill-related fitness.
- Discuss the benefits of physical activity.
- Discuss changes that take place in the body before, during, and after physical activity as it pertains to learning.
- Differentiate between risks and benefits of health-related fitness activities. Monitor the physiological changes occurring during moderate physical activity.
- Engage in activities that help achieve the target heart rate zone for a specific amount of time.
- Explain effects of physical activity on the body when changing the level of intensity.
- Identify personal fitness strengths and weaknesses.
- Identify a realistic health-related goal.
- Monitor progress of a health-related fitness goal.
- Identify positive and negative behavioral choices and their impact on wellness levels.

Third Grade

(Reinforce prior skills and understandings)

- Participate in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance.
- Participate in skill-related fitness activities that will improve balance, coordination, spatial awareness, speed and reaction time.
- Identify activities that positively impact overall fitness.
- Identify the immediate effects of exercises on the body.
- Discuss the benefits of physical activity.
- Label the components of health-related and skill-related fitness.
- Review the immediate effects that physical activity has on the body.
- Explain what happens to the body the harder one plays, runs, or does physical activity.
- Explain effects of physical activity on the body when changing the level of intensity.
- Identify personal fitness strengths and weaknesses
- Select activities that help achieve the target heart rate zone for a specific amount of time.
- List health-related goals based on fitness assessments.

- Evaluate progress of health-related fitness goals.
- Explain fitness scores to parents/guardians.
- Evaluate positive and negative behavioral choices and their impact on wellness levels.

Fourth Grade

- (Reinforce prior skills and understandings)
- Participate in moderate to vigorous levels of physical activity on a daily basis.
- Participate in a progression of activities that will maintain or improve personal fitness levels and preparedness to learn.
- Identify activities appropriate for warm-up and cool down.
- Identify the benefits of health-related and skill-related fitness (e.g., aerobic activities improving CV Endurance and cognition).
- Identify disease/disorders associated with poor levels of fitness.
- Define the effects of selected components of health-related and skill-related fitness on current and future health.
- Use and understand age-appropriate vocabulary related to fitness.
- Identify principles of training (FITT: frequency, intensity, time, and type) in a physical activity.
- Record heart rate after engaging in physical activity.
- Identify target heart rate, maximum heart rate, resting heart rate.
- Recognize the immediate effects of exercise on heart rate.
- Demonstrate ways to monitor exertion and heart rate before, during, and after physical activity.
- Match health-related fitness components to valid assessment of each component.
- Identify the health-related fitness components in various activities.
- Understand how to perform at the intensity level needed to improve cardiovascular fitness and cognition while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor).
- Explain how to calculate target heart rate zone.
- Set a personal goal specific to a component of health-related fitness.
- Monitor progress in reaching the goal.
- Write a planned list of activities used to accomplish a personal goal.
- Explain how movement can improve health-related fitness components.
- Explain the relationship between various movements and health-related fitness components (e.g., running/ cardiovascular).
- Interpret personal fitness results.
- Explain the relationship between behavioral choices and wellness levels.

Fifth Grade

- (Reinforce prior skills and understandings)
- Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 4-7 on a 10-point scale).
- Understand the concept of perceived exertion.
- Report exertion levels during a variety of activities/games.
- Explain how to take one's heart rate before and/or after an aerobic activity
- Produce the difference between aerobic and anaerobic activities
- Discuss the effects of physical activity and fitness on health (current and future) and cognitive function.
- Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance, balance, spatial awareness, coordination, speed, and power.

Sixth Grade

- (Reinforce prior skills and understandings)
- Check pulse before/after an aerobic activity
- Classify physical activities as being either 'aerobic' or 'anaerobic'
- Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 4-7 on a 10-point scale, reaching an appropriate heart rate training zone).

• Demonstrate muscular strength, muscular endurance, and flexibility while engaged in physical activity.

• Reinforce prior skills and understandings.

• Demonstrate cardiovascular fitness while engaged in physical activity.

• Identify and describe the benefits and elements of health-related and skill-related fitness.

• Identify the reasons for changes in your personal level of fitness (e.g., FITNESSGRAM®).

Seventh Grade

• Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 4-7 on a 10 point scale, reaching an appropriate heart rate training zone).

• Demonstrate how various activities can affect fitness components; identify potential risks to health based on components of a fitness profile that are below the healthy level.

• Understand how exercise affects body composition.

• Understand how exercise affects blood function.

• Participate in moderate to vigorous levels of physical activity on a daily basis.

• Participate in a progression of activities that will maintain or improve personal fitness levels and cognitive function.

• Demonstrate muscular strength, muscular endurance, and flexibility while engaged in physical activity.

• Demonstrate cardiovascular fitness while engaged in physical activity.

• Define principles of training (FIT: frequency, intensity, time, and type) in a physical activity.

• Use appropriate vocabulary to identify the principles of health-related fitness.

• Apply principles of FIT to establish

o a progression for improving fitness components.

o a warm-up, workout, and cool down as elements of a workout plan.

• Demonstrate effective use of a heart rate monitor during physical activity.

• Calculate resting, target, and recovery heart rates.

• Record individual, target, and recovery heart rates during selected fitness activities.

• Compare resting heart rates to recovery heart rates.

• Report the perceived level of exertion during an activity.

• Evaluate fitness scores using heart-related test norms.

• Select activities to improve physical fitness level.

• Match health-related fitness components to a valid assessment of each component.

• Understand how to set a realistic fitness goal.

• Develop short-term and long-term goals as related to fitness.

• Identify opportunities within the community for regular participation in physical activities (e.g., swimming, community walks and runs, park district programs).

• Identify facilities within the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts).

• Use frequency, intensity, time, and type (FIT) when writing a plan to meet your fitness goal.

Eighth Grade

• Reinforce prior skills and understandings.

• Participate in moderate to vigorous physical activity for an extended period of time (e.g., rate of perceived exertion 6-10 on a 10 point scale, reaching an appropriate heart rate training zone).

• Explain the effects of various exercises and physical activities on the components of health-related and skill-related fitness.

• Participate in moderate to vigorous levels of physical activity on a daily basis.

• Participate in a progression of activities that will maintain or improve personal fitness levels.

• Participate in various fitness training programs (interval training, plyometrics).

• Identify the relationship between fitness and academic performance.

• Create a profile to track heart rate and fitness levels over an extended period of time.

• Assess personal fitness levels.

• Match health-related fitness components to a valid assessment of each component.

• Use technology to understand physiological data.

• Analyze physiological data.

- Prepare an individual health-related fitness profile.
- Set short-term fitness goals specific for each component of health-related fitness based on individual needs assessment.
- Analyze personal fitness profile.
- Compare and contrast behavioral choices to personal fitness levels.

Personal and Interpersonal Skills

Domain-specific vocabulary: self-paced, task, rules, procedures, practice, physical activity
 Academic vocabulary: independently, cooperatively, recognize, respect, analyze, create, exam, the
 SAFETY: Demonstrate knowledge of rules, safety and strategies during physical activity.

Big Ideas/Concepts:

- Respecting yourself and others provides the groundwork that leads to responsible personal and social behavior. Characteristics of Successful Learners and the Second Step Program.
- Positive personal and interpersonal behaviors are grounded in the

Formative Understandings:

Kindergarten

- Demonstrate the ability to work independently and cooperatively during physical activity.
- Complete part(s) of a task when participating in physical activity.
- Demonstrate the ability to work cooperatively with a partner for a structured physical activity.
- Complete a task when working with a partner or group with some teacher intervention during physical activity.

First Grade

- Participate in activities and understandings.
- Demonstrate the ability to work cooperatively with a partner or small group during physical activity.
- Complete part(s) of a task when working with a partner or group.

Second Grade

- Participate in activities and understandings.
- Participate cooperatively with a partner when participating in a structured group physical activity.
- Complete a task with a partner or group in a given amount of time during group physical activity.
- Recognize the need for individual and shared goals during group physical activity.
- Identify safety procedures followed when participating in structured group physical activity.

Third Grade

- Participate in activities and understandings.
- Respect the personal space of others when moving within individual self-space.
- Demonstrate knowledge of the rules to start when participating in a group physical activity.
- Change individual behaviors to work successfully within a group.
- Examine how to settle disagreements when participating in physical activity.
- Participate cooperatively with a partner or a small group when participating in physical activity.
- Complete a task with a partner or small group in a given amount of time with little teacher intervention during a physical activity.
- Discuss the need for individual and shared goals during structured group physical activity.

- Create rules for large groups engaged in physical activity.
- Examine the roles individuals play in group physical activity.
- Examine how to change the rules of an activity or game in order to include every participant.
- Identify and follow specific rules and guidelines for participating safely in specific activities, wearing appropriate clothing.
- Apply leadership skills in various settings during structured group physical activity.
- Develop a strategy to maximize the contribution of all members of a group during physical activities.
- Apply decision-making model strategies during a variety of structured group physical activity.
- Identify positive and negative peer influences when participating in structured group physical activity.
- Create a plan for improvement of roles played in a cooperative group physical activity.
- Resolve interpersonal conflict during structured group physical activity.
- Respect the contribution of others when participating in structured group physical activity.
- Make choices based on providing safety to self and others during structured group physical activity.
- Find positive ways to assist independence during structured group physical activity.
- Consider consequences when confronted with behavior choices when participating in structured group physical activity.

Eighth Grade

- Reinforce prior skills and understandings
- Practice decision-making skills both independently and with others when participating in physical activity.
- Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity.
- Formulate a plan within a group to complete a challenge-solving initiative when participating in physical activity.
- Apply all safety rules and procedures when participating in physical activity.
- Establish safety limitations for a group physical activity.
- Apply leadership skills as a group leader when participating in physical activity.
- Evaluate the quality of decisions made during structured group physical activity.
- Support others, both physically and emotionally, during structured group physical activity.
- Demonstrate appropriate techniques for resolving conflicts during structured group physical activity.
- Plan a strategy to reach an agreed upon goal during structured group physical activity.
- Explain boundaries, directions, and rules of a given task or game prior to the group physical activity.
- Recognize effective and ineffective strategies used during a group physical activity.
- Respect the performance of others during structured group physical activity.

Health Awareness and Promotion

- **Domain-specific vocabulary:** self-esteem, diet, nutrients, calorie, healthy weight, 7 dimensions of wellness, depression, suicide, abuse, violence, aerobic, anaerobic, eating disorders
- **Academic vocabulary:** compare, contrast, critique, differentiate, impact, variety, balance, moderation
- **SAFETY:** Demonstrate knowledge of rules, safety and strategies during physical activity.
- **Big Ideas/Concepts:**
 - Developing an effective understanding of basic health concepts, influences on health, mental emotional health, personal fitness, and nutrition is the foundation for achieving and maintaining personal health and well-being.

Formative Understandings:
 *In Grades K-5 health concepts are taught in the context of the classroom and the PE class, as appropriate.

Kindergarten
 ■ Explain the importance of being physically active

Fourth Grade

(Reinforce prior skills and understandings)

- Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space.
- Demonstrate how to self-discipline concerning rule discrepancies without teacher intervention during physical activity.
- Analyze the impact of individual behaviors on group physical activity.
- Demonstrate the ability to remain on task when participating in physical activity.
- Perform cooperatively in a small group when participating in structured group physical activity.
- Complete a task with a partner or small group in a given amount of time with no teacher intervention.
- Give examples of ways to achieve individual and/or shared goals during group physical activity.

Fifth Grade

(Reinforce prior skills and understandings)

- Respect the personal space of others when moving within individual self-space and the relationship to objects.
- List the class procedures to be followed to participate successfully in a group physical activity.
- Discuss the benefits of having rules and procedures when participating in physical activity.
- List the consequences of not following the class procedures and/or rules.
- Demonstrate knowledge of the rules in effect when participating in a group physical activity.
- Follow rules and directions when participating in physical activity.
- Change individual behaviors to work successfully within a group.
- Examine how to self-discipline when participating in physical activity without teacher intervention.
- Analyze the impact of individual behaviors on group physical activity.
- Discuss the need for officiating during physical activity.
- Demonstrate the ability to remain on task when participating in physical activity.
- Create rules for physical activities.
- List individual behaviors that can positively and/or negatively affect the success of a group.

Sixth Grade

(Reinforce prior skills and understandings)

- Recognize situations where the decision-making process is needed when participating in physical activity.
- Demonstrate the ability to remain on task when participating in physical activity for a designated period of time.
- Demonstrate individual responsibility during group physical activity.
- Create rules for small groups engaged in physical activity.
- Demonstrate positive behaviors that contribute to the success of a group.
- Recognize the role an individual plays in group physical activity.
- Examine how to change the rules of an activity or game in order to include every participant.

Seventh Grade

(Reinforce prior skills and understandings)

- Establish various roles within groups that are engaged in physical activity.
- Demonstrate individual responsibility during group physical activity.
- List the leadership skills used when participating in physical activity.
- Demonstrate the decision-making mode.
- Remain on task when participating in group physical activity until a task is completed.
- Demonstrate safety rules in effect during group physical activity.
- Engage in physical activity when under the direction of a leader.

- Name healthy behaviors that relate to good nutrition
- Discuss the importance of eating healthy snacks/meals and drinking adequate amounts of water

First Grade

(Reinforce prior skills and understandings)

- Explain the importance of eating a variety of food
- Identify sources of sugar in one's diet
- Discuss the food groups

Second Grade

(Reinforce prior skills and understandings)

- Name healthy behaviors that relate to good nutrition and growth

Third Grade

(Reinforce prior skills and understandings)

- Name healthy behaviors that relate to good nutrition and growth

Fourth Grade

(Reinforce prior skills and understandings)

- Name healthy behaviors that relate to good nutrition and growth

Fifth Grade

(Reinforce prior skills and understandings)

- Recognize characteristics of an individual that allow for a unique rate of growth and development
- Examine factors and behaviors that affect growth
- Describe how a family's health history can be passed from parent to child
- Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy
- Describe how family, friends, and peers affect food choices
- Choose healthy foods
- Explain the functions of major nutrients, and how healthy choices affects the performance of the body systems

Sixth Grade

(Reinforce prior skills and understandings)

- Analyze behaviors, choices and thoughts that influence the health triangle.
- Describe what self-concept/self-esteem look like in an individual.
- Compare attitudes in the media about body images and health/body images.
- Identify the components of a healthy diet, and the six nutrients.
- Define a calorie and how it is measured.
- Compare, contrast, and critique foods by analyzing food labels
- Choose and defend the healthiest food based on the analysis of the label
- Recognize the positive and negative effects of food choices on the body's system.
- Delineate factors that contribute to a healthy weight and how that differs for individuals.
- Interconnect the benefits of physical activity in all parts of the health triangle.
- Identify the signs of fitness and apply them to situations.
- Identify the benefits of both aerobic and anaerobic activities on the body's system.
- Create a fitness plan using the appropriate elements of fitness.
- Apply the use of valid and reliable resources to research and learning

Seventh Grade

(Reinforce prior skills and understandings)

- Categorize topics into appropriate areas of the health triangle
- Explain how the dimensions of health affect each other and the importance of balancing the dimensions
- Explain the importance of mental/emotional health
- Examine the effects of stress on the body and overall health
- Demonstrate ways to relieve stress

Motor Skills and Movement Patterns

Domain-specific vocabulary: locomotor (run, skip, hop, gallop, slide, leap, jump, walk, jog, grapevine/karaoke), dynamic, fitness, warm-up, cool down, non-locomotor (twist/lurch, sway, swing) pathways and levels (zigzag, right, left, straight, forward, backward, high/medium/low)

Academic vocabulary: demonstrate, explore, attempt, listen

SAFETY: Demonstrate knowledge of rules, safety and strategies during physical activity.

Big Ideas/Concepts:

- Performance of physical activities involves competency in a wide range of motor, non-motor, and manipulative skills.

Formative Understandings:

Kindergarten

- Respond to cues that enhance the development of basic locomotor, non-locomotor, and manipulative skills.
- Demonstrate locomotor, non-locomotor, and manipulative skills.
- Understand the differences between personal space and general space.

First Grade

(Reinforce prior skills and understandings)

- Respond to and demonstrate cues that enhance the development of basic locomotor, non-locomotor, and manipulative skills.
- Understand the differences between personal space and general space.
- Discuss cues that enhance the development of selected manipulative skills.
- Compare two or more locomotor and/or non-locomotor skills in a sequence.
- Demonstrate and identify an awareness of others while moving in general and/or personal space.
- Move in different ways, alone or within a group, understanding with whom or with what the mover is relating.
- Respond to teacher prompts that enhance the development of weight bearing and balance activities on a variety of body parts.
- Distinguish and demonstrate spatial awareness in personal and general space (directional, levels, pathways) behind, ahead of, next to, near to, over, under, on, through, beside.
- Demonstrate a combination of two simple weight bearing and/or balance movements or activities.
- Relate activity-based movement skills to movement concepts using the qualities of movement such as speed and flow (e.g., participate in dodging/ fleeing activities in slower speeds without running into others or objects).

Second Grade

(Reinforce prior skills and understandings)

- Move through space while changing direction.
- Demonstrate a proper form while executing all locomotor and non-locomotor movements.
- Identify locomotor and non-locomotor movements.
- Use correct form executing selected manipulative skills.
- Demonstrate control in general and self space.
- Move accurately in various directions (behind, ahead of, next to, over, under, on, through, beside).
- Demonstrate flow and smooth transitions between multiple movements or within movement patterns (e.g., participate successfully in obstacle course activities, participate successfully in dodging/ fleeing activities without running into others or objects).
- Identify simple cues involved in weight transfer and balance movements.
- Demonstrate the manipulation of objects to change direction and/or distance.

Third Grade

(Reinforce prior skills and understandings)

- Combine basic locomotor and non-locomotor patterns.

- Develop control while performing manipulative skills.
- Demonstrate balance when performing basic skills.
- Examine movement in terms of effort, flow, station, and time.
- Participate in physical activities without interfering with others or objects with lower teacher prompts.
- Sequence combinations of more complex weight transfer and balance movements (mule kick vs. cartwheel).
- Demonstrate control while manipulating object(s) to change direction and/or distance.
- Identify the components of a variety of locomotor, non-locomotor, and manipulative skills.

Fourth Grade

- (Reinforce prior skills and understandings)
- Utilize locomotor and/or non-locomotor movements in physical activity.
- Refine control while performing a manipulative skill.
- Refine control while performing a locomotor and/or a non-locomotor sequence.
- Perform both static locomotor and/or non-locomotor skills in combinations/sequence with control.
- Combine basic locomotor and non-locomotor patterns with smooth transitions.
- Develop control when moving through space while adjusting speed, force, level, pathway and direction.
- Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time.
- Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force.
- Participate in a variety of physical activities without interfering with others or with objects.
- Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force.
- Demonstrate movement where balance is established, lost, and gained.
- Perform sequences that combine weight transfer and balance movements.
- Identify the components of a variety of locomotor, non-locomotor, and manipulative skills.
- Manipulate object(s) with accuracy to change its direction and/or distance.

Fifth Grade

- (Reinforce prior skills and understandings)
- Utilize locomotor and/or non-locomotor movements in physical activity.
- Refine control while performing a manipulative skill, locomotor and non-locomotor sequence.
- Combine basic locomotor and non-locomotor patterns with smooth transitions.
- Develop control when moving through space while adjusting speed, force, level, pathway and direction.
- Practice and perform combinations of sport related or fitness skills using correct form (ready position, hitting phase, follow-through).
- List specific elements of proper form for various sport and fitness skills.
- Sequence combinations of more complex weight transfer and balance movements (mule kick vs. cartwheel).
- Explain and develop movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
- Define additional biomechanical principles (e.g., torque, projection angle, weight transfer).
- Apply concepts of effort, flow, space, and time into establishment of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).

Sixth Grade

- (Reinforce prior skills and understandings)
- Demonstrate effective movement patterns in a variety of movement forms.
- Apply specific skills in game-like situations using correct form.
- Practice and perform combinations of sport related or fitness skills using correct form (ready position, hitting phase, follow-through).
- Explain how to affect the outcome of a skill by application of a biomechanical principle.
- Identify biomechanical movement concepts that are applied in each activity in which they participate (e.g. weight transfer, paddle stroke, follow through, to enhance force and direction when throwing, speed and weight

transfer: dance steps).

Seventh Grade

(Reinforce prior skills and understandings)

- Utilize a variety of motor patterns while manipulating objects (changing pathway, direction). Identify, mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of locomotor, non-locomotor, and manipulative skills.
- Relate biomechanical principles to mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
- Use correct form while performing skills during activities, games, or sport.
- Identify mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of locomotor, non-locomotor, and manipulative skills.
- Demonstrate effective skill performance in selected activities, games, or sport. Predict the result of a change in movement by manipulating a biomechanical principle (i.e., the harder you hit an object, the farther it will go).
- Identify personal performance factors that impact the outcome of activities, games, or sport.
- Observe and critique performance of a manipulative skill at a classmate and identify the effective use of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).

Eighth Grade

(Reinforce prior skills and understandings)

- Demonstrate skill competencies in a variety of leisure activities, individual sports, team sports, creative movement patterns, and work-related activities.
- Demonstrate mechanically correct movement during activities, games, or sports.
- Demonstrate physiologically efficient movement during activities, games, or sports.
- Choose proper application of skill during game play.
- Combine knowledge of basic skills and strategies to participate successfully in each of the following categories: work-related activities, leisure activities, creative movement activities, team sports, and individual/dual sports.
- Observe classmates and evaluate a variety of skills based on the application of biomechanical principles (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, & return to base).
- Identify effective use of selected biomechanical principles involved in the performance of skills, games, and/or rhythmic movements.

Fitness and Wellness

Domain-specific vocabulary: warm-up, cool down, heart rate, pulse, health, fitness goals, exercise, FITT, cardiovascular endurance, flexibility, muscular strength, muscular endurance

Academic vocabulary: wrist, neck, engage, explore, choice, participate, identify

SAFETY: Demonstrates knowledge of rules, safety and strategies during physical activity.

Big Ideas/Concepts:

- Regular physical activity is necessary to sustain physical fitness and health.
- Applying training principles helps to achieve personal fitness goals.

Formative Understandings:

Kindergarten

- Participate in health-related and skill-related fitness activities.
- Identify activities that will change your heart rate.
- Demonstrate how to locate a pulse in the wrist or neck to measure heart rate.
- Describe what happens to the body when one exercises.
- Recognize changes that take place in the body during physical activity.
- Recognize that physical activity will increase the heart rate.
- Engage in physical activities that will cause increased heart rate.
- Explore fitness concepts.
- Discuss how exercise is related to fitness.