

ARLEE SCHOOL DISTRICT 8J
72220 Fyant Street – Arlee, Montana 59821

HEALTH ENHANCEMENT CURRICULUM
June 2010 Revision

Health Enhancement Curriculum Committee

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HEALTH ENHANCEMENT CURRICULUM

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Philosophy

The HEALTH ENHANCEMENT CURRICULUM seeks to educate children regarding the importance of self-responsibility in achieving and maintaining healthy lifestyles. Its purpose is to help young people take an active role in protecting, maintaining and improving their health while, at the same time, sensitizing them to critical, ethical, and moral issues that confront society. It integrates lifestyle management throughout the curriculum and focuses on the total self. It addresses intellectual, social, emotional, and physical dimensions of self in addition to games and sport. It emphasizes health as a value in life and enhances critical thinking, decision making, and problem-solving skills. It helps all our students actively protect, maintain, and improve their health and sensitize them to society’s critical health issues within their cultural perspective and the world at large.

The HEALTH ENHANCEMENT PROGRAM is a comprehensive program that combines the disciplines of health and physical education. The present separation of these two critical elements is not in the best interests of our children. Healthy, well-nourished children are better learners. A healthy state transcends the physical and includes mental, social, physical, and intellectual dimensions of self. Quality of life, health care, and the containment of health care costs will be major issues for all Montanans in the next century. By sensitizing our children to health care issues and establishing and encouraging health behaviors that can be maintained throughout life, we can positively influence Montana’s future.

Summary of Performance Standards for Health Enhancement:

1. Knows the availability and effective use of health services, products, and information
2. Knows environmental, cultural, and external factors affecting individual and community health
3. Understands the relationship of family health to individual health
4. Knows how to maintain mental, social, and emotional health
5. Knows essential concepts and practices concerning injury prevention and safety
6. Understands essential concepts about nutrition and diet
7. Knows how to maintain and promote personal health
8. Knows essential concepts about the prevention and control of disease
9. Understands aspects of substance use and abuse
10. Understands the fundamental concepts of growth and development
11. Uses a variety of basic and advanced movement forms
12. Uses movement concepts and principles in the development of motor skills
13. Understand the benefits and costs associated with participation in physical activity
14. Understands how to monitor and maintain a health-enhancing level of physical fitness
15. Understands social and personal responsibility associated with participation in physical activity

Summary of Assessment Tools for Health Enhancement

Listed below are assessment tools which may be used for any of these performance standards. It is up to each teacher to decide which assessment tools best fits the lesson.

1. Teacher observation
2. Homework/written assignments
3. Activities and projects (individual and group)
4. Checklist-A list of skills
5. Demonstration
6. Conferencing-Talking to the student about what he/she understands (individual or group)
7. Class discussion
8. Timed tests
9. Written tests
10. Participation
11. Outside resource person
12. Portfolio
13. Reference and AV materials
14. Journals
15. PECAT

Each teacher will record each student's growth patterns in their permanent records and report cards at the beginning and end of the year. Each student will also be given a copy of their fitness test bi-annually. These tests are used to assess their fitness, strength, and weaknesses.

Performance Standards

1: Availability and effective use of health service, products, and information–Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATOR
K - 3	1.1 be introduced to community health service providers and their roles	11, 15
4 - 6	1.2 identify a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media; information from school, family and tribe; and peer pressure)	1, 3, 7, 11, 15
	1.3 identify various community agencies that provide health services to individuals and families (e.g., public health clinics, mental health clinics, substance abuse treatment centers, dental health, optical health, and tribal health and human services)	1, 3, 7, 11, 15
	1.4 critique health information and health-promoting products and services (e.g., provided by qualified health-care workers, supported by research)	1, 3, 7, 11, 15
7 - 8	1.5 identify/evaluate situations that require professional health services (e.g., management of health conditions such as asthma, diabetes, eating disorders)	1, 2, 3, 4, 6, 7, 9, 11, 15
	1.6 identify/evaluate how to locate and use community health information, products, and services that provide valid health information	2, 3, 4, 9, 11, 15
9 - 12	1.8 assess the cost and accessibility of a variety of health-care services (e.g., health insurance coverage)	3, 2, 7, 15
	1.9 determine situations that require professional health services in the areas of prevention, treatment, and rehabilitation (e.g., persistent depression, prenatal and perinatal care, treatment or management of disease, alcohol- or drug-related problems, neglect and child abuse)	2, 3, 5, 7, 9, 11, 15
	1.10 identify local, tribal, state, federal, and private agencies that protect and/or inform the consumer (e.g., FDA, EPS, OSHA, THHS, and local prosecutor’s office)	7, 11, 15
	1.11 critique how various resources from home, school, and the community present valid health information, products, and services	3, 11, 15
	1.12 evaluate factors that influence personal selection of health-care resources, products, and services (e.g., cost, benefits)	5, 6, 7, 11, 15

2. Environmental and external factors that affect individual and community health – Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
K – 3	2.1 identify sources and causes of pollution in the community (e.g., air, ground, noise, water, and food)	3, 5, 11, 15
4 – 6	2.2 identify factors that influence personal selection of health-care resources, products, and services (e.g., cost, benefits)	5, 6, 7, 11, 15
	2.3 evaluate various resources from home, school, and the community present valid health information, products, and services	3, 11, 15
7 - 8	2.4 determine cultural beliefs, socio-economic considerations, and other environmental factors within a community that influence the health of its members (e.g., relationship of values, socio-economic status, and cultural experiences to the selection of health-care services)	3, 6, 7, 11, 15
	2.5 understand and critique how various messages from the media, technology, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options)	3, 7, 11, 13, 15
	2.6 know local, tribal, state, federal, and international efforts to contain an environmental crisis and prevent a reoccurrence (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion)	2, 3, 7, 11
	2.7 understand how peer relationships affect health (e.g., name calling, prejudice, exclusiveness, discrimination, risk-taking behaviors, and bullying)	1, 2, 3, 4, 5, 6, 7, 8, 11, 13, 15
9 - 12	2.8 explain how the health of individuals can be influenced by the community (e.g., information offered through community/tribal organizations; volunteer work at hospitals, food banks, child care centers)	3, 5, 11, 12, 15
	2.9 determine how individuals can improve or maintain community health (e.g., becoming active in environmental and economic issues that affect health, assisting in the development of public health policies and laws, exercising voting privileges)	2, 3, 7, 9, 11, 12, 13, 15
	2.10 explain how the prevention and control of health problems are influenced by research and medical advances	2, 3, 5, 7, 11, 12, 13, 15
	2.11 explain public health policies and government regulations (MIOSHA regulations, Right to Know laws, DSS regulations, licensing laws) impact health-related issues (e.g., safe food handling, food production controls, household waste disposal controls, clean air, disposal of nuclear waste)	2, 3, 5, 7, 11, 12, 13, 15
	2.12 understand how cultural diversity enriches and challenges health behaviors (e.g., various food sources or nutrients available in different cultural and ethnic cuisines, influence of cultural factors on the treatment of disease)	2, 3, 5, 6, 11, 12, 13, 15

3. Understand the Relationship of family health to individual health – Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	3.1 know the roles of parents/guardians and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents/guardians set for children, behaviors and values modeled)	1, 6, 7, 11, 15
	3.2 know effective strategies to cope with changes that may occur in families (e.g., pregnancy, birth, grief, marriage, divorce, relocation, employment)	1, 6, 7, 11, 15
4 - 6	3.3 recognize how the family influences personal health (e.g., physical, psychological, social)	1, 7, 10, 13, 14, 15
	3.4 recognize characteristics and apply communication techniques needed to improve family life and be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks, talking openly with family)	2, 3, 7, 10, 14, 15
	3.5 explain how health-related problems impact the whole family	1,3,6,7,12,13, 14, 15
7 - 8	3.6 select strategies and communication techniques that can maintain and improve family health (e.g., how one’s personal behavior can affect the behavior and feeling of other family members, talking openly and honestly with parents/guardians when problems arise)	1, 2, 3, 6, 7, 11, 14, 15
	3.7 examine and evaluate the development of adolescent independence	6, 7, 9, 14, 15
9 - 12	3.8 be introduced to the methods to facilitate the transition from the role of the child to the role of an independent adult in the family	1, 2, 3, 5, 6, 7, 15
	3.9 analyze the effects of teenage pregnancy on teenagers, their children, their parents, and their community	2, 3, 6, 7, 11, 13, 14, 15
	3.10 examine and evaluate the responsibilities inherent in dating relationships, marriage, and parenthood	2, 3, 6, 7, 11, 13, 14, 15

4. Know how to maintain mental, social, and emotional health – Students will:		
LEVEL	CONTENT STANDARDS	ASSESSMENT INDICATORS
K - 3	4.1 identify and share feelings in appropriate ways	1,3,4,5,6, 7, 9,10,11,14,15
	4.2 develop a positive self-image	1, 3, 4,5,6, 7, 9,10,11,14,15
4 - 6	4.3 identify relationships between physical, social and mental health	1,2,3, 6, 7,10, 14, 15
	4.4 recognize common sources of stress for children and ways to manage stress	1,2, 3, 5, 6, 7, 10,11, 12, 13, 14, 15
	4.5 recognize and apply positive behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions)	1, 3, 6, 7, 10, 11, 13, 15
	4.6 understand how one responds to the behavior of others and how one's behavior may evoke responses in others	1, 3, 5, 6, 7, 11, 15
	4.7 practice strategies for resisting negative peer pressure	3, 4, 5, 10, 14, 15
	4.8 use attentive listening skills to build and maintain healthy relationships	1, 2, 3, 4, 5, 10, 15
	4.9 understand and apply strategies to manage stress and feelings caused by disappointment, separation, abandonment or loss (e.g., talking over problems with others, understanding that feelings of isolation and expression will pass, examining the situation leading to the feelings)	1, 2, 3, 6, 7, 10, 11, 13, 14, 15
	4.10 develop characteristics and conditions associated with positive self-esteem	2, 3, 4, 9, 12, 13, 14, 15
7 - 8	4.11 employ appropriate methods to build and maintain healthy relationships with peers, parents/guardians, and other adults (e.g., interpersonal communication)	1, 2, 3, 6, 7, 10, 11, 14, 15
	4.12 identify and understand the difference between safe and risky or harmful behaviors in relationships	1, 3, 4, 7, 11, 14, 15
	4.13 determine and apply techniques for seeking help and support through appropriate resources	1, 9, 11,13,15
9 - 12	4.14 demonstrate effective communication skills with family, friends, and community, and understand the effects of open and honest communication	1, 2, 3, 10, 14, 15
	4.15 know strategies for coping with and overcoming feelings of rejection, abandonment, social isolation, and other forms of stress	1, 2, 3, 6, 7, 11, 14, 15
	4.16 understand the role of denial as a negative influence on mental, social and emotional health, and employ methods to overcome denial and seek assistance when needed	1, 11, 13, 14, 15

5. Essential concepts and practices concerning injury prevention and safety – Students will:		
LEVEL	CONTENT STANDARDS	ASSESSMENT INDICATORS
K - 3	5.1 practice basic poison, fire, traffic, natural disasters, water and recreation safety	1, 2, 3, 5, 7, 10, 11, 13, 15
	5.2 identify precautions that should be taken in special conditions (e.g., bad weather, holidays, darkness, staying home alone, being approached by strangers, avoiding conflicts and bullying)	3, 4, 7, 10, 11, 15
	5.3 recognize emergencies and respond appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters, and medical personnel; treats simple injuries such as scratches, cuts, bruises, and first-degree burns; or choking)	1, 2, 3, 5, 7, 10, 15
	5.4 know ways to seek assistance if worried, abused, or threatened (e.g., physically, emotionally, sexually)	1, 6, 7, 11, 15
	5.5 understand and demonstrate safety rules and practices to be used in home, school and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sun screen or a hat in bright sunlight) 1, 6, 7, 11, 15	1, 6, 7, 11, 15
4 - 6	5.6 know basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns; universal precautions to be taken when dealing with other people’s blood)	1, 3, 5, 9, 10, 11, 13, 15
	5.7 know methods to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance	1, 3, 6, 7, 11, 15
	5.8 know non-violent strategies to resolve conflicts	1,3, 6,7,11,15
7 - 8	5.9 identify and demonstrate injury prevention strategies for family health (e.g., having a personal and family emergency plan, including maintaining supplies ready for emergencies; identifying and removing safety hazards in the home)	2, 3, 4, 7, 8, 11, 15
	5.10 explain and demonstrate strategies for managing a range of situations involving injury (e.g., first aid procedures, abdominal thrust maneuver, cardiopulmonary resuscitation)	2, 3, 5, 7, 9, 15
	5.11 predict and identify causes of conflict among youth in schools and communities, and strategies to manage conflict	3, 4, 5, 11, 15
9 - 12	5.12 explain and demonstrate injury prevention and management strategies for community health (e.g., neighborhood safety, traffic safety, safe driving)	2, 3, 5, 7, 9, 10, 11, 13, 15
	5.13 explain and demonstrate first aid and CPR procedures appropriate to common emergencies in everyday life	3, 4, 5, 8, 9, 10, 11, 15
	5.14 predict and identify strategies for solving interpersonal conflicts without harming self or others	2,3,5, 6, 7, 9, 11, 13, 14, 15

6. Understand essential concepts about nutrition and diet – Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATOR
K - 3	6.1 classify foods and food combinations according to the food groups	3, 5,7,11,13,15
	6.2 recognize the nutritional value of different foods	3, 5,7,11,13,15
4 - 6	6.3 employ healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs)	1, 2, 3, 5, 7, 9, 10, 11, 13, 15
	6.4 know factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience)	2, 3, 7, 9, 10, 11, 13, 15
7 - 8	6.5 understand how eating properly can help to reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition)	2, 3, 7, 9, 10, 11, 13, 15
	6.6 analyze methods to maintain healthy weight according to individual needs and scientific research	2, 3, 4, 6, 7, 9, 10, 11, 13, 15
	6.7 recognize eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia)	2, 3, 4, 6, 7, 9, 10, 11, 13, 15
	6.8 apply the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperatures)	1, 2, 3, 4, 6, 7, 9, 10, 11, 13, 15
9 - 12	6.9 understand and analyze how nutrient and energy needs vary in relation to gender, activity level, stage of life cycle, personal and family history	2, 3, 5, 7, 9, 10, 11, 13, 15
	6.10 critique the reliability and validity of various sources of food and nutrition information (e.g., dietary supplements, diet aids, fad diets, food labels)	2, 3, 5, 7, 9, 10, 11, 12, 13, 15
	6.11 recognize the role of food additives and their relationship to health	2, 3, 5, 7, 9, 10, 11, 13, 15

7. Know how to maintain and promote personal health – Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	7.1 know and practice basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails, clean attire, hand washing)	1, 3, 4, 5, 7, 11, 13, 15
	7.2 understand the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being	1, 2, 3,4,5, 6, 7, 11, 13, 15
4 - 6	7.3 identify common health problems (e.g. lice, common cold and flu, fever, nausea) that should be detected and treated early	2, 3, 4, 6, 7, 11, 13, 15
	7.4 know behaviors that are safe, risky, or harmful to self and others	1, 2, 3, 6, 7, 11, 15
	7.5 identify basic structures and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease)	2, 3, 5, 7, 9, 13, 15
7 - 8	7.6 know personal health strengths and risks (e.g., results of a personal health assessment)	1, 2, 3, 4, 9, 15
	7.7 recognize and develop positive health practices and how appropriate health care can help reduce health risks (e.g., good personal hygiene, health screenings, self-examinations)	1, 2, 3, 4, 6, 7, 9, 11, 13, 15
	7.8 understand and develop strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices)	1, 2, 3, 4, 6, 7, 9, 11, 13, 15
	7.9 identify how personal behaviors relate to health and well-being and how these behaviors can be modified if necessary to promote achievement of health goals throughout life (e.g., following a personal nutrition plan to reduce the risk of disease, periodically self-assessing physical fitness)	1, 2, 3, 5, 6, 7, 9, 10, 11, 13, 14, 15
	7.10 understand how personal health needs change during the life cycle	2, 3, 7, 9, 11, 13, 15
	7.11 analyze the impact of personal health behaviors on the functioning of body systems	2, 3, 7, 9, 11, 13, 15

8. Essential concepts about the prevention and control of disease – Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	8.1 recognize the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing)	1, 3, 7, 15
	8.2 understand and demonstrate ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings, dental health checkups, hand washing, sneezing techniques)	1, 3, 7, 11, 15
4 - 6	8.3 understand the benefits of early detection and treatment of disease (e.g. diabetes, asthma, obesity)	1, 2, 3, 7, 9, 11, 13, 15
	8.4 know ways to maintain a functional level of health in the presence of disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, correctly interpreting instructions for taking medicine)	1, 2, 3, 6, 7, 9, 11, 13, 15
7 - 8	8.5 understand how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems	1, 2, 3, 6, 7, 9, 11, 13, 15
	8.6 identify and compare communicable, chronic, and degenerative disease processes and the differences between them (e.g., AIDS, HIV, asthma, diabetes, autoimmune deficiencies)	1, 2, 3, 6, 7, 9, 11, 13, 15
	8.7 understand personal rights and responsibilities involved in the treatment of disease (e.g., proper use of medication, the influence of family and culture on the treatment of disease)	2, 3, 5, 7, 9, 11, 13, 15
9 - 12	8.8 understand and explain how the immune system functions to prevent or combat disease	2, 3, 7, 9, 13, 15
	8.9 understand the importance of regular examinations (including self-examination of the breasts or testicles) in detecting and treating disease early	2, 3, 6, 7, 9, 11, 13, 15
	8.10 understand the importance of prenatal and perinatal care to both the mother and the child	2, 3, 6, 7, 9, 11, 13, 15
	8.11 analyze the social, economic, geographic, and political effects of disease on individuals, families, and communities	2, 3, 6, 7, 9, 11, 13, 15

9. Understands aspects of substance use and abuse – Students will:		
LEVELS	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	9.1 know how to distinguish between helpful and harmful substances	1, 3, 6, 7, 11, 13, 15
	9.2 differentiate between the use and misuse of prescription and nonprescription drugs	1, 3, 6, 7, 11, 13, 15
4 - 6	9.3 identify influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost)	1, 2, 3, 5, 6, 7, 9, 11, 13, 15
	9.4 recognize high-risk substance abuse situations that pose an immediate threat to oneself or one’s friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help	1, 2, 3, 5, 6, 7, 9, 11, 13, 14, 15
	9.5 evaluate and demonstrate ways to avoid, recognize, and respond to negative social influences and pressures to use alcohol, tobacco, inhalants or other drugs (e.g., refusal skills, self-control)	1, 2, 3, 6, 7, 9, 11, 13, 15
7 - 8	9.6 explain conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritability, substance abuse in family, low frustration tolerance)	1, 2, 3, 7, 9, 11, 13, 15
	9.7 compare factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial)	1, 2, 3, 7, 9, 11, 13, 15
	9.8 differentiate between the short-and long-term consequences of the use of tobacco, alcohol, and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema, and death; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, loss of friends)	1, 2, 3, 5, 6, 7, 9, 11, 13, 14, 15
	9.9 compare and contrast public policy approaches to substance abuse control and prevention (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of alcohol at sporting events)	1, 2,3,5,6, 7, 9, 11, 13, 15
	9.10 identify community resources that are available to assist people with alcohol, tobacco, and other drug problems	2, 3, 6, 7, 9, 11, 13, 15
9-12	9.11 evaluate the short- and long-term effects associated with the use of alcohol, tobacco, and other drugs on reproduction, pregnancy, and the health of children	2, 3, 5, 7, 9, 11, 13, 15
	9.12 explain how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity and even death)	2, 3, 5, 6, 7, 9, 11, 13, 14, 15
	9.13 explain that alcohol, tobacco, inhalants and other drug dependencies are treatable disease/conditions	2, 3, 7, 9, 15

10. Understands the fundamental concepts of growth and development – Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	10.1 know the cycle of growth and development in humans from age of infancy to old age	2 , 3, 7, 13, 15
4 - 6	10.2 know and understand that the rate of change during puberty varies with each individual and that people vary widely in size, height, and development	2, 3, 6, 7, 9, 11, 13, 15
	10.3 know and explain the changes that occur during puberty (e.g., physical changes such as sexual maturation, changes in voice, acne; emotional and social changes such as a growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development)	2, 3, 6, 7, 9, 11, 13, 15
7 - 8	10.4 understand and explain how the human body changes as people age (e.g., muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, senses become less acute)	2, 3, 5, 6, 7, 9, 11, 13, 15
	10.5 compare the similarities and differences between male and female sexuality	2, 3,6,7, 9,11, 13, 15
	10.6 identify strategies for coping with concerns and stress related to the changes that occur during adolescence	1, 2, 3, 6, 7, 9, 11, 13, 15
	10.7 understand the processes of conception, prenatal development, and birth	1, 2, 3, 6, 7, 9, 11, 13, 15
9 - 12	10.8 understand and explain a variety of physical, mental, emotional, spiritual and social changes that occur throughout life, and how these changes differ among individuals (e.g., young adulthood, pregnancy, middle age, old age)	1, 2, 3, 6, 7, 9, 11, 13, 15
	10.9 analyze how physical, mental, social, and cultural factors influence attitude and behaviors regarding sexuality	1, 2, 3, 6, 7, 9, 11, 13, 15
	10.10 understand sound health practices in the prenatal period that are important to the health of the fetus and young child (e.g., diet, refraining from cigarette smoking or use of alcohol or other drugs)	1, 2, 3, 6, 7, 9, 11, 13, 14, 15

11. Variety of basic and advanced movement forms – Students will:		
LEVELS	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	11.1 use a variety of basic local motor movements (e.g., running, skipping, hopping, galloping, sliding)	1, 3, 5, 6, 7, 10, 15
	11.2 use a variety of basic non-locomotor skills (e.g., bending, twisting, stretching, turning lifting)	1, 3, 5, 6, 7, 10, 15
	11.3 use a variety of basic object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike)	1, 3, 5, 6, 7, 10, 15
	11.4 use a variety of simple combinations of fundamental movements (e.g., locomotor, non-locomotor, object control, body control, and rhythmical)	1, 3, 5, 6, 7, 10, 15
	11.5 use control in weight-bearing activities on variety of body parts (e.g., jumping and landing in combinations of one and two foot take-offs and landings)	1, 3, 5, 6, 7, 10, 15
	11.6 use control in balance activities on a variety of body parts (e.g., one foot, one hand and one foot, hands and knees, headstands)	1, 3, 5, 6, 7, 10, 15
	11.7 use control in travel activities on a variety of body parts (e.g., traveling in a backwards direction; changing direction quickly and safely, without falling; changing speeds and directions in response to rhythms; combining travel patterns with music)	1, 3, 5, 6, 7, 10, 15
	11.8 use smooth transitions between sequential motor skills (e.g., running into a jump)	1, 3, 5, 6, 7, 10, 15
	11.9 use locomotor skills in rhythmical patterns (e.g., even/uneven, fast/slow)	1, 3, 5, 6, 7, 10, 15
	11.10 use awareness drills with verbal and nonverbal cues	1,3,5,6,7,10,15
4 - 6	11.11 demonstrate a variety of object control skills (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, bat, punt, pass)	1, 2, 3, 4, 5, 6, 7, 10, 12, 15
	11.12 demonstrate basic sport-specific skills for a variety of physical activities (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove)	1, 2, 3, 4, 5, 6, 7, 10, 15
	11.13 use a variety of learned skills and the appropriate sequence in combinations of fundamental locomotor, object control, and rhythm skills that are components of selected modified games, sports, and dances (e.g., combine steps to perform dances; combine running, stopping, throwing, shooting, kicking for sideline soccer)	1, 2, 3, 4, 5, 6, 7, 10, 15
	11.14 demonstrate the ability to use balancing skills on a variety of apparatuses (e.g., balance board, large apparatus, skates, bikes, cross country skis)	1, 2, 3, 4, 5, 6, 7, 10, 15
7 - 8	11.15 use intermediate sport-specific skills for individual, dual, & team sports	1,2,3,4,5, 6,7, 10, 11, 13, 15
	11.16 use intermediate sport-specific skills in dance and rhythmical activities	1,2,3,5,6,7, 10,15

11. <i>Cont'd</i> : Variety of basic and advanced movement forms – Students will:		
LEVELS	CONTENT STANDARD	ASSESSMENT INDICATORS
7 - 8	11.17 use intermediate sport-specific skills for outdoor activities	1,2,3,5,6,7,10,15
9 - 12	11.18 use advanced sport-specific skills in selected physical activities (e.g., dance, outdoor pursuits, individual, dual, and team sports and activities)	1,2,3, 5,6, 7,9, 10, 11, 13, 15
	11.19 use skills in complex rather than modified versions of physical activities (e.g., more players or participants, rules and strategies)	1, 2, 3, 5, 6, 7, 9, 10, 15

12. Movement concepts and principles in the development of motor skills – Student will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATOR
K - 3	12-1 understand and demonstrate the vocabulary of basic movement concepts (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist)	1, 3, 5, 6, 7, 10, 15
	12-2 understand and demonstrate terms used to describe a variety of relationships with objects (e.g., over/under, behind, alongside, through	1, 3, 5, 6, 7, 10, 15
	12-3 use concepts of space awareness and movement control with a variety of basic skills (e.g., running, hopping, skipping) while interacting with others	1, 3, 5, 6, 7, 10, 15
	12-4 understand and demonstrate critical elements of basic movement patterns such as throwing (e.g., the ready position, arm preparation, step with leg opposite the throwing arm, follow-through, accuracy of throw)	1, 3, 5, 6, 7, 10, 15
	12-5 use feedback to improve performance (e.g., peer/coach review)	3, 5, 6, 7, 15
	12-6 understand and explain the importance of practice in learning skills	7, 10, 15
4 - 6	12-7 use information from a variety of internal and external sources to improve performance (e.g., group projects, student journal, self-assessment, peer and coach review)	2, 3, 6, 7, 11, 13, 14, 15
	12-8 understand and demonstrate the proper warm-up and cool-down techniques and reasons for using them	1, 3, 6, 7, 10, 15
	12-9 use basic offensive and defensive strategies in unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants)	1, 3, 5, 7, 10, 15
7 - 8	12-10 understand and explain principles of quality practice and conditioning that improve performance	1,2,3,5,6, 7, 9,10,11,12,15
	12-11 understand and explain principles of training and conditioning for specific physical activities	1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 15
	12-12 understand and demonstrate the critical elements of advanced movement skills (e.g., such as proper technique in swinging baseball bats)	1,2,3,6,7, 10, 11, 12, 13, 15
	12-13 use basic offensive and defensive strategies in a modified version of a team and individual sport	1, 3, 5, 6, 7, 10, 12, 15
	12-14 understand and demonstrate movement forms associated with highly skilled physical activities (e.g., moves that lead to successful serves, passes, and spikes in an elite volleyball game)	1, 2, 3, 5, 6, 9, 10, 12, 13, 15
9 - 12	12-15 understand and analyze how sport psychology affects performance of physical activities (e.g., the effect of anxiety on performance)	2, 3, 6, 7, 9, 11, 13, 15
	12-16 understand and justify the physiological principles governing fitness maintenance and improvement (e.g., overload principle, law of specificity)	2, 3, 5, 6, 7, 9, 11, 13, 15
	12-17 demonstrate the use of offensive and defensive strategies and appropriate rules for sports and other physical activities	1, 5, 6, 7, 10, 15

13. Benefits and outcomes associated with participation in physical activity – Student will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	13.1 understand the health benefits of physical activity (e.g., good health, physical endurance)	1, 3, 5, 6, 7, 10, 15
	13.2 identify opportunities for participation in physical activities both in and out of school (e.g., recreational leagues, intramural sports, clubs)	1, 3, 5, 6, 7, 10, 11, 15
4 - 6	13.3 analyze factors that inhibit physical activity (e.g., substance abuse)	1, 3, 5, 6, 7, 10, 11, 13, 15
	13.4 explain and discuss how to modify activities to be more health-enhancing (e.g., walking instead of riding, taking the stairs rather than the elevator)	3, 5, 6, 7, 10, 15
	13.5 understand detrimental effects and preventive techniques of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering limitations value of cool-down activities)	1, 3, 5, 6, 7, 10, 11, 15
	13.6 analyze and compile activities that provide personal challenge (e.g., risk-taking, adventure, and competitive activities)	1, 3, 5, 7, 10, 15
7 - 8	13.7 discuss long-term physiological benefits of regular participation in physical activity (e.g., improved cardiovascular and muscular strength, improved flexibility and body composition)	1, 3, 5, 6, 7, 9, 10, 15
	13.8 analyze factors that impact the ability to participate in physical activity (e.g., type of activity, cost, available facilities, equipment required, personnel involved)	1, 2, 6, 7, 9, 10, 11, 13, 15
9 - 12	13.9 recognize and assess potentially dangerous consequences and outcomes from participation in physical activity (e.g., physical injury, potential conflicts with others)	1, 3, 5, 6, 7, 9, 10, 11, 13, 15
	13.10 have exposure to the benefits of life-time activities (e.g., golf, skiing, running, and fitness activities)	1, 2,3,5, 6,7, 9, 10, 11, 13, 15

14. How to monitor and maintain a health-enhancing level of physical fitness – Student will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATOR
K - 3	14.1 engage in basic activities that cause cardio respiratory exertion (e.g., running, galloping, skipping, hopping)	1, 3, 1, 15
	14.2 know how to measure cardio respiratory fitness (e.g., listening to heartbeat, counting pulse rate)	1, 3, 5, 7, 10, 15
	14.3 know and explain the physiological indicators (e.g., perspiration, increased heart and breathing rate) that accompany moderate to vigorous physical activity	1, 3, 5, 7, 10, 15
	14.4 engage in activities that develop muscular strength and endurance (e.g., climbing, hanging, taking weight on hands) 1,	3, 10, 15
	14.5 engage in activities that require flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving each joint through its full range of motion)	1, 3, 10, 15
	14.6 know similarities and difference in body height, weight, and shape	1, 3, 7, 15
	14.7 engage in activities that develop and maintain cardio respiratory endurance (e.g., distance walk/run and other endurance activities at a specified heart rate)	1, 3, 8, 10, 15
	14.8 engage in activities that develop and maintain muscular strength (e.g., push-ups, pull-ups, curl-ups, isometric strength activities, jump rope)	1, 3, 7, 8 , 10, 15
	14.9 use information from fitness assessments to improve selected fitness components (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)	1, 3, 7, 10, 12, 13, 15
	14.10 participate in moderate to vigorous physical activity in a variety of settings (e.g., gymnastics clubs, community sponsored youth sports)	1, 3, 7, 10, 11, 15
4 - 6	14.11 know and explain the effects of physical activity and nutrition on body composition	1, 2, 3, 5, 7, 9, 10, 13, 15
	14.12 engage in activities that develop and maintain cardio respiratory endurance (e.g., timed or distance walk/run and other endurance activities at a specified heart rate)	1, 2,3, 5,7, 8, 9, 10, 11, 15
	14.13 engages in activities that develop and maintain muscular strength (e.g., push-ups, pull-ups, curl-ups, isometric strength activities, jump rope)	1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 15
	14.14 engage in activities that develop and maintain flexibility of the major joints (e.g., sit and reach, trunk twists, and arm-shoulder stretches)	1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 15
	14.15 know and demonstrate how to monitor intensity of exercise (e.g., heart rate, breathing rate, perceived exertion, and recovery rate)	1, 3, 5, 7, 15
7-8	14.16 engage in more advanced activities that develop and maintain cardio respiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery)	1, 3, 5, 10, 11, 15
	14.17 engage in more advanced activities that develop and maintain muscular strength and endurance (e.g., calisthenics activities, resistance, and weight training) 1, 3, 5, 10, 11, 15	

14. <i>Cont'd</i> : How to monitor and maintain a health-enhancing level of physical fitness – Student will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
	14.18 understand basic principles of training that improve physical fitness (e.g., threshold, overload, specificity, frequency, intensity, duration, and mode of exercise) 1, 3, 4, 5, 6, 7, 10, 11, 15	
	14.19 know and explain how to interpret the results of physical fitness assessments and use the information to develop individual fitness goals 1, 3, 4, 5, 6, 7, 11, 15	
	14.20 know and demonstrate how to differentiate the body’s response to physical activities of various exercise intensities (e.g., measurement of heart rate, resting heart rate, heart rate reserve; taking pulse at rest and during exercise) 1, 3, 5, 6, 7, 10, 15	
9 - 12	14.21 assess how to monitor and adjust activity levels to meet personal fitness needs 1, 3, 4, 5, 6, 7, 10, 15	
	14.22 understand and explain how to maintain an active lifestyle throughout life (e.g., participate regularly in physical activities that reflect personal interests) 1, 3, 4, 5, 6, 7, 10, 15	
	14.23 know and explain personal status of cardio respiratory endurance 1, 3, 4, 5, 6, 7, 10, 15	
	14.24 know and explain personal status of muscular strength and endurance of the arms, shoulders, abdomen, back, and legs 1, 2, 3, 5, 6, 7, 8, 9, 10, 15	
	14.25 know and explain personal status of flexibility of the joints, of the arms, legs, and trunk 2, 3, 5, 7, 8, 9, 10, 15	
	14.26 know and explain personal status of body composition 2, 3, 6, 7, 8, 9, 15	
	14.27 design a personal fitness program that is based on the basic principles of training and encompasses all components of fitness (e.g., cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition) 1, 2, 3, 5, 6, 7, 10, 11, 13, 15	
	14.28 meet health-related fitness standards for appropriate level of a standardized physical fitness test (e.g., aerobic capacity, body composition, muscle strength, endurance, and flexibility) 1, 3, 4, 5, 6, 8, 15	
	14.29 use information from fitness assessments to improve selected fitness components (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) 1, 3, 4, 5, 10, 15	
	14.30 participate in moderate to vigorous physical activity in a variety of settings (e.g., gymnastics clubs, community sponsored youth sports) 1, 3, 4, 5, 6, 7, 10, 15	

15. Responsibility associated with participation in physical activity – Students will:		
LEVEL	CONTENT STANDARD	ASSESSMENT INDICATORS
K - 3	15.1 follow rules and procedures (e.g., playground, classroom, and gymnasium rules) with little reinforcement	1, 3, 6, 7, 10, 15
	15.2 use equipment and space safely and properly (e.g., takes turns using equipment, puts equipment away when not in use)	1, 3, 5, 6, 7, 10, 15
	15.3 understand and explain the purpose of rules in game	1, 3, 7, 10, 15
	15.4 understand and explain the social contributions of physical activity (e.g., learning to cooperate and interact, having a role in team sports)	1, 3, 5, 7, 10, 15
	15.5 work cooperatively (e.g., take turns, are supportive, assist partners) with another to complete an assigned task	1, 3, 5, 6, 7, 10, 15
	15.6 understand and demonstrate elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration)	1, 3, 5, 6, 7, 10, 15
	15.7 explain and demonstrate the importance of playing, cooperating, and respecting others regardless of personal differences (e.g., gender, ethnicity, disability) during physical activity	1, 3, 5, 6, 7, 10, 15
4 - 6	15.8 demonstrate how to implement rules, procedures, and etiquette that are safe and effective for specific activity situations	1, 2, 3, 5, 6, 7, 9, 10, 15
	15.9 work in a group to accomplish a set goal in both cooperative and competitive activities	1, 3, 6, 7, 10, 15
	15.10 understand and discuss the role of physical activities in learning about others of like and different backgrounds (e.g., culture and disability)	1, 3, 5, 6, 7, 10, 11, 13, 15
	15.11 recognize the physical challenges faced by people with disabilities (e.g., wheelchair basketball, dancing with a hearing disability)	1, 3, 5, 6, 7, 10, 11, 13, 15
	15.12 analyze and compare the origins of different sports and how they have evolved	2,3, 5,7, 9,11, 13, 15
7 - 8	15.13 assess the importance of rules, procedures, and demonstrate safe practices in physical activity settings	1, 2, 3, 5, 6, 7, 9, 10, 15
	15.14 demonstrate proper attitudes toward both winning and losing	1, 3,5,6,7, 15
	15.15 recognize and explain the difference between inclusive (e.g., changing rules of activity to include less skilled players) and exclusionary (e.g., failing to pass ball to less skilled players) behaviors in physical activity settings	1, 3, 5, 6, 7, 10, 15
9 - 12	15.16 use leadership and follower roles, when appropriate, in accomplishing group goals in physical activities	1, 3, 5, 6, 7, 10, 15
	15.17 work with others in a sport activity to achieve a common goal (e.g., successful team play, assists, improvement)	1, 3, 5, 6, 7, 10, 15
	15.18 understand and assess how participation in physical activity fosters awareness of diversity (e.g., cultural, ethnic, gender, physical)	1,2,3,5,6,7,9, 10, 11, 13, 15
	15.19 understand and analyze the concept of "sportsmanship" and the importance of responsible behavior while participating in physical activities	1, 2, 3, 5, 6, 7, 10, 11, 13, 15

Health Enhancement Activities K-12

Activities	K-3	4-6	7-8	9-12
Rhythmic Activities				
rope jumping to music	X	X	X	X
parachute activities	X	X	X	X
running to music	X	X	X	X
dance	X	X	X	X
Apparatus, Stunts, Tumbling				
balance beams	X	X		
climbing ropes	X	X		X
mats	X	X	X	X
obstacle course	X	X	X	X
Simple Game Activities				
different relays	X	X	X	X
tag games	X	X	X	X
bean bags	X			
Sports Skills and Activities (leadup activities)				
basketball	X	X	X	X
soccer	X	X	X	X
football	X	X	X	X

frisbee	X	X	X	X
tee-ball	X			
speed-ball		X	X	
volleyball	X	X	X	X
kick ball	X	X	X	X
dodge ball	X	X	X	X
badminton	X	X	X	X
2-4-9 square	X	X	X	X
softball		X	X	X
stickball		X	X	X
ping pong		X	X	X
gym tennis/pickle ball	X	X	X	X
floor/scooter hockey		X	X	X
lacrosse		X	X	X
juggling	X	X	X	X
skiing		X	X	X
bowling				X
weightlifting		X	X	X
track skills	X	X	X	X
cross country skiing				X
flicker ball		X	X	X
orienteering		X	X	X
stick game	X	X	X	X
shinny		X	X	X
folf	X	X	X	X

archery	X	X	X	X
frisbee football	X	X	X	X
golf				X
bicycle	X	X		
plum stone	X	X		X
guessing stick	X	X		X
hoop and stick	X	X		X
double ball		X		
cricket				X
cooperative activities	X	X	X	X

Movement Experiences

bean bags	X			
tennis balls	X			
playground balls	X	X		
nerf balls	X	X		
small balls	X			
paddles and balls	X	X	X	X
hoops	X	X	X	X
jump ropes	X	X	X	X
wands	X	X		
parachute	X	X		
balloons	X	X		
fine motor movements	X			
gross motor movements	X	X	X	X

running	X	X	X	X
free time activities	X	X	X	X
Testing and Fitness Routine				
Presidential fitness	X	X	X	X