

## HEALTH EDUCATION AND PHYSICAL EDUCATION

The Health Education and Physical Education Standards and performance indicators represent the essential knowledge and skills students need to be healthy individuals. Every day, students make decisions affecting their health and well-being: what foods to eat; what company to keep; what risks to take; and what to do for physical activity. These decisions often lead to habits that stay with them throughout life. The Health Education and Physical Education Standards will guide instruction that will help students make better decisions about their health. Through achievement of the Health Education and Physical Education Standards, students learn that their decisions can affect their health and set a pattern for their lives. Students also learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own wellness which contributes to a healthy, active, balanced approach to life.

**Health education** gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. It contributes to students' ability to successfully practice behaviors that protect and promote health, and avoid and reduce health risks. Health education helps students to determine personal values and group norms that support healthy behaviors. Through comprehensive health education, students learn basic health concepts and influences on health. They develop the skills required to adopt, practice, and maintain health-enhancing and safe behaviors. These skills include: analyzing the reliability and validity of media and health resources; communicating effectively using refusal and conflict management skills; setting goals; and making healthy decisions. Health education helps students to be better consumers of information, manage stress, and make healthy decisions in the face of conflicting messages. It assists them in living healthier lives.

**Physical education** provides students with the skills and knowledge needed to support participation in a wide variety of physical activities that contribute to an active lifestyle. Physical education provides building blocks for skill development, skill analysis, physical fitness, stress reduction, decision-making, and positive social skills. Students learn to assess and set goals, evaluate their own physical fitness, and use the knowledge to maintain or improve their current fitness level. Students who participate in physical education on a regular basis learn the benefits of physical activity and its contribution to a healthy lifestyle.

### OUTLINE OF HEALTH EDUCATION AND PHYSICAL EDUCATION STANDARDS AND PERFORMANCE INDICATOR LABELS

#### A. Health Concepts

1. Healthy Behaviors and Personal Health
2. Dimensions of Health
3. Diseases/Other Health Problems
4. Environment and Personal Health
5. Growth and Development
6. Basic Health Concepts

#### B. Health Information, Products, and Services

1. Validity of Resources
2. Locating Health Resources

#### C. Health Promotion and Risk Reduction

1. Healthy Practices and Behaviors
2. Avoiding/Reducing Health Risks
3. Self-Management

#### D. Influences on Health

1. Influences on Health Practices/Behaviors

- 2. Technology and Health
- 3. Compound Effect of Risky Behavior
- E. Communication and Advocacy Skills
  - 1. Interpersonal Communication Skills
  - 2. Advocacy Skills
- F. Decision-Making and Goal-Setting Skills
  - 1. Decision-Making
  - 2. Goal-Setting
  - 3. Long-Term Health Plan
- G. Movement/Motor Skills and Knowledge
  - 1. Stability and Force
  - 2. Movement Skills
  - 3. Skill-Related Fitness Components
  - 4. Skill Improvement
- H. Physical Fitness Activities and Knowledge
  - 1. Fitness Assessment
  - 2. Health-Related Fitness Plan
  - 3. Fitness Activity
  - 4. Physical Activity Benefits
- I. Personal and Social Skills and Knowledge
  - 1. Cooperative Skills
  - 2. Responsible Behavior
  - 3. Safety Rules and Rules of Play

A. **Health Concepts:** Students comprehend concepts related to health promotion and disease prevention to enhance health.

**A1 Healthy Behaviors and Personal Health**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

Students recognize that healthy behaviors impact personal health.	Students explain the relationship between healthy behaviors and personal health.	Students examine the relationship between behaviors and personal health.  a. Explain the importance of assuming responsibility for personal health. b. Examine the relationship between healthy and unhealthy behaviors and personal health. c. Identify the possible barriers to practicing healthy behaviors.	Students predict how behaviors can impact health status.  a. Analyze individual responsibility for enhancing health. b. Predict how healthy behaviors can positively impact health status. c. Describe barriers to practicing healthy behaviors. d. Examine <i>personal susceptibility</i> to, and the <i>potential severity</i> of, injury or illness if engaging in unhealthy behaviors.

## A2 Dimensions of Health

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students recognize that there are multiple <i>dimensions of health</i> .	Students identify examples of <i>physical, mental, emotional</i> , and <i>social health</i> during childhood.	Students explain the interrelationship of <i>physical, mental/intellectual, emotional</i> , and <i>social health</i> .	Students analyze the interrelationship of <i>physical, mental/intellectual, emotional</i> , and <i>social health</i> .

## A3 Diseases/Other Health Problems

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students describe the transmission and prevention of common childhood communicable diseases.	Students describe ways to detect and treat common childhood diseases and other health problems.	Students identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.	Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.

## A4 Environment and Personal Health

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

Students describe ways a safe and healthy school <i>environment</i> can promote personal health.	Students describe ways a safe and healthy school and community <i>environment</i> can promote personal health.	Students determine how <i>environment</i> and other factors impact personal health.	Students determine the interrelationship between the <i>environment</i> and other factors and personal health.
		<ul style="list-style-type: none"> <li>a. Analyze how <i>environment</i> impacts personal health.</li> <li>b. Describe how <i>family history</i> can impact personal health.</li> <li>c. Explain how appropriate health care can promote personal health.</li> </ul>	<ul style="list-style-type: none"> <li>a. Analyze how environment and personal health are interrelated.</li> <li>b. Describe how <i>genetics</i> and <i>family history</i> can impact personal health.</li> <li>c. Analyze the relationship between access to health care and health status.</li> </ul>

#### A5 Growth and Development

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	Students identify the general characteristics of human growth and development.	Students describe specific characteristics of adolescent human growth and development.	Students describe the characteristics of human growth and development throughout the various stages of life.

#### A6 Basic Health Concepts

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.	Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.	Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

#### B1 Validity of Resources

Performance Indicators & Descriptors
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Pre-K-2	3-5	6-8	9-Diploma
Students identify trusted adults and professionals who can help promote health.	Students identify characteristics of <i>valid health information, products, and services</i> .	Students analyze the <i>validity of health information, products, and services</i> .	Students evaluate the <i>validity and accessibility of health information, products, and services</i> .

## B2 Locating Health Resources

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify ways to locate school and community health helpers.	Students locate resources from home, school, and the community that provide <i>valid health information</i> .	Students locate <i>valid</i> and reliable <i>health information, products, and services</i> . <ul style="list-style-type: none"> <li>a. Explain situations requiring the use of <i>valid</i> and reliable <i>health information, products, and services</i>.</li> <li>b. Locate <i>valid</i> and reliable <i>health information</i>.</li> <li>c. Locate <i>valid</i> and reliable <i>health products, and services</i>.</li> </ul>	Students access <i>valid</i> and reliable <i>health information, products, and services</i> . <ul style="list-style-type: none"> <li>a. Determine when professional health services may be required.</li> <li>b. Access <i>valid</i> and reliable <i>health information</i>.</li> <li>c. Access <i>valid</i> and reliable <i>health products, and services</i>.</li> </ul>

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## C1 Healthy Practices and Behaviors

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate age-appropriate healthy practices to maintain or improve personal health. <ul style="list-style-type: none"> <li>a. Choose healthy foods.</li> <li>b. Demonstrate personal hygiene skills, including hand-washing.</li> </ul>	Students demonstrate age-appropriate healthy practices and/or behaviors to maintain or improve personal health. <ul style="list-style-type: none"> <li>a. Design healthy menus.</li> <li>b. Demonstrate basic care of the human body.</li> </ul>	Students demonstrate a healthy practice and/or behavior to maintain or improve their own health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.	Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of <i>STDs, HIV</i> and unintended pregnancy.

## C2 Avoiding/Reducing Health Risks

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p><b>Students demonstrate behaviors to avoid or reduce personal health risks.</b></p> <p>a. Demonstrate a variety of safety skills for different situations.</p> <p>b. Differentiate between safe and harmful substances found at home and school.</p> <p>c. Recognize basic signs, symbols, and warning labels for health and safety.</p>	<p><b>Students demonstrate a variety of behaviors to avoid or reduce personal health risks.</b></p> <p>a. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.</p> <p>b. Develop injury prevention and safety strategies for personal health.</p>	<p><b>Students demonstrate behaviors to avoid or reduce health risks to self and others.</b></p> <p>a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.</p> <p>b. Develop injury prevention and response strategies including first aid for personal and family health.</p>	<p><b>Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</b></p> <p>a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.</p> <p>b. Develop injury prevention and response strategies including first aid for personal, family, and community health.</p>

**C3 Self-Management**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p><b>Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.</b></p>	<p><b>Students demonstrate strategies that can be used to manage stress, anger, or grief.</b></p>	<p><b>Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.</b></p>	<p><b>Students design, implement, and evaluate a plan for stress management.</b></p>

**D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

**D1 Influences on Health Practices/Behaviors**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

<p><b>Students identify influences on personal health practices and behaviors.</b></p> <p>a. Identify family influences on personal health practices and behaviors.</p> <p>b. Identify what the school can do to support personal health practices and behaviors.</p> <p>c. Describe how the media can influence health behaviors.</p>	<p><b>Students describe how a variety of factors influence personal health behaviors.</b></p> <p>a. Describe how family, school, and community influence and support personal health practices and behaviors.</p> <p>b. Describe how peers and <i>culture</i> can influence health practices and behaviors.</p>	<p><b>Students explain and analyze influences on adolescent health behaviors.</b></p> <p>a. Examine how the family, school, and community influence the health behaviors of adolescents.</p> <p>b. Describe how peers influence healthy and unhealthy behaviors.</p> <p>c. Analyze how messages from media influence health behaviors.</p>	<p><b>Students analyze and evaluate influences on health and health behaviors.</b></p> <p>a. Analyze how family, school and community influence the health of individuals.</p> <p>b. Analyze how peers influence healthy and unhealthy behaviors.</p> <p>c. Evaluate the effect of the media on personal and family health.</p>
	<p>c. Explain how media influences thoughts, feelings, and health behaviors.</p>	<p>d. Explain how the <i>perceptions of norms</i> influence healthy and unhealthy behaviors.</p> <p>e. Explain how <i>culture</i> and personal values and beliefs influence individual health behaviors.</p>	<p>d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>e. Analyze how <i>culture</i> and personal values and beliefs influence individual health behaviors.</p> <p>f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.</p>

## D2 Technology and Health

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	Students describe ways technology can influence personal health.	Students analyze the influence of technology, including medical technology, on personal and family health.	Students evaluate the impact of technology, including medical technology, on personal, family, and community health.

## D3 Compound Effect of Risk Behavior

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

No performance indicator.	No performance indicator.	<p>Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>a. Describe how <i>gateway drugs</i> can lead to the use of other drugs.</p> <p>b. Describe the influence of alcohol and other drug use on judgment and self-control.</p>	<p>Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>a. Analyze the influence of alcohol use on individual and group behavior.</p> <p>b. Analyze the influence of drug use on individual and group behavior.</p>
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E. **Communication and Advocacy Skills:** Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

E1 **Interpersonal Communication Skills**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

<p><b>Students demonstrate healthy ways to communicate.</b></p> <p>a. Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>b. Distinguish between verbal and nonverbal communication.</p> <p>c. Make requests to promote personal health.</p> <p>d. Demonstrate listening skills to enhance health.</p> <p>e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including</p>	<p><b>Students demonstrate effective verbal and nonverbal <i>interpersonal communication</i> skills to enhance health.</b></p> <p>a. Demonstrate appropriate listening skills to enhance health.</p> <p>b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.</p> <p>c. Demonstrate how to ask for assistance to enhance personal health.</p> <p>d. Demonstrate refusal skills to</p>	<p><b>Students apply effective verbal and nonverbal <i>interpersonal communication</i> skills to enhance health.</b></p> <p>a. Demonstrate communication skills to build and maintain healthy relationships.</p> <p>b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others.</p> <p>c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p>	<p><b>Students utilize skills for communicating effectively with family, peers, and others to enhance health.</b></p> <p>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks.</p> <p>c. Demonstrate strategies to</p>
<p>telling a trusted adult if threatened or harmed.</p>	<p>avoid or reduce health risks.</p> <p>e. Demonstrate non-violent strategies to manage or resolve conflict.</p>	<p>d. Demonstrate effective conflict management or conflict resolution strategies.</p>	<p>prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>

**E2 Advocacy Skills**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

<p><b>Students encourage peers to make positive health choices.</b></p>	<p><b>Students encourage others to make positive health choices.</b></p> <ul style="list-style-type: none"> <li>a. Express opinions about health issues.</li> <li>b. Give accurate information about health issues.</li> </ul>	<p><b>Students describe ways to influence and support others in making positive health choices.</b></p> <ul style="list-style-type: none"> <li>a. Develop a health-enhancing position on a topic and support it with information.</li> <li>b. Develop health-enhancing messages using communication techniques that target a specific audience.</li> <li>c. Demonstrate an ability to work cooperatively as an advocate for healthy individuals, families, and schools.</li> </ul>	<p><b>Students demonstrate ways to influence and support others in making positive health choices.</b></p> <ul style="list-style-type: none"> <li>a. Utilize accurate peer and societal norms to formulate a health-enhancing message.</li> <li>b. Adapt health messages and communication techniques for different audiences.</li> <li>c. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.</li> </ul>
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**F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.**

**F1 Decision-Making**

<b>Performance Indicators &amp; Descriptors</b>			
<b>Pre-K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-Diploma</b>

<p><b>Students identify situations where a health-related decision is needed.</b></p> <p>a. Differentiate between situations when health-related decisions can appropriately be made by the individual and when assistance is needed.</p>	<p><b>Students apply <i>decision-making</i> steps to enhance health.</b></p> <p>a. Identify health-related situations that might require a thoughtful decision.</p> <p>b. List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.</p> <p>c. Choose a healthy option when making a decision.</p> <p>d. Describe the outcome of a health-related decision.</p>	<p><b>Students apply <i>decision-making</i> skills to enhance health.</b></p> <p>a. Determine when health-related situations require the application of a thoughtful <i>decision-making</i> process.</p> <p>b. Determine when individual or collaborative <i>decision-making</i> is appropriate.</p> <p>c. Distinguish between healthy and unhealthy alternatives to health-related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others.</p> <p>d. Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>e. Analyze the outcomes of a health-related decision.</p>	<p><b>Students apply a <i>decision-making</i> process to enhance health.</b></p> <p>a. Compare the value of thoughtful <i>decision-making</i> to quick <i>decision-making</i> in a health-related situation.</p> <p>b. Justify when individual or collaborative <i>decision-making</i> is appropriate.</p> <p>c. Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.</p> <p>d. Defend the healthy choice when making a decision.</p> <p>e. Evaluate the effectiveness of a health-related decision.</p>

**F2 Goal-Setting**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

<p>Students identify a short-term personal health goal and take action toward achieving the goal.</p>	<p>Students utilize <i>goal-setting</i> skills to implement a short-term personal health goal.</p> <ol style="list-style-type: none"> <li>Set a short-term personal health goal.</li> <li>Identify resources to assist in achieving the health goal.</li> <li>Track progress toward achieving the goal.</li> </ol>	<p>Students develop and apply strategies to attain a short-term personal health goal.</p> <ol style="list-style-type: none"> <li>Assess personal health practices.</li> <li>Develop a short-term goal to adopt, maintain, or improve a personal health practice.</li> <li>Develop and apply strategies and monitor progress toward a personal health goal.</li> <li>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</li> </ol>	<p>Students develop and analyze a plan to attain a personal health goal.</p> <ol style="list-style-type: none"> <li>Assess personal health practices and overall health status.</li> <li>Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.</li> <li>Implement strategies and analyze progress in achieving a personal health goal.</li> </ol>
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**F3 Long-Term Health Plan**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	No performance indicator.	No performance indicator.	Students formulate a long-term personal health plan, incorporating <i>decision-making</i> and <i>goal-setting</i> strategies.

G. Movement/Motor Skills and Knowledge: Students demonstrate the *fundamental and specialized movement skills* and apply *principles of movement* for improved performance.

**G1 Stability and Force**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

<p><b>Students demonstrate positions that create stability and force.</b></p> <p>a. Show how base of support changes during <i>static balances</i>.</p> <p>b. Demonstrate how body position can be adapted to pushing and pulling forces.</p> <p>c. Demonstrate how to lift objects to prevent injuries.</p>	<p><b>Students demonstrate a variety of movements that apply stability and force.</b></p> <p>a. Demonstrate movements that change the <i>center of gravity and line of gravity</i> during <i>dynamic balances</i>.</p> <p>b. Show how increasing speed and mass can change the force on an object.</p> <p>c. Demonstrate how body position can be changed to absorb force and decrease risk for injury.</p>	<p><b>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</b></p> <p>a. Demonstrate the <i>principle of opposition</i>.</p> <p>b. Demonstrate how the point of contact changes the path of an object.</p> <p>c. Demonstrate how the point of release changes the path of an object.</p> <p>d. Demonstrate lifts and actions that decrease risk for injury.</p>	<p><b>Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.</b></p> <p>a. Demonstrate how spin and rebound affect the motion of an object.</p> <p>b. Use the <i>principle of opposition</i>, point of contact, and point of release to change the path of an object during a game/physical activity.</p> <p>c. Adjust movements to accommodate external forces that decrease risk for injury.</p>
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## G2 Movement Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p><b>Students demonstrate a variety of <i>locomotor skills</i>.</b></p> <p>a. Demonstrate correct technique for a variety of <i>locomotor skills</i>.</p> <p>b. Demonstrate a <i>locomotor skill</i> applying changes in direction, level, and/or pathway.</p> <p>c. Demonstrate combinations of <i>locomotor skills</i>.</p>	<p><b>Students demonstrate a variety of <i>locomotor skills</i> and <i>manipulative skills</i>.</b></p> <p>a. Demonstrate correct technique for a variety of <i>manipulative skills</i>.</p> <p>b. Demonstrate <i>locomotor skills</i> and <i>manipulative skills</i> in combination using changes in direction, level, or pathway.</p>	<p><b>Students demonstrate <i>motor skills</i> and <i>manipulative skills</i> during drills or modified games/physical activities.</b></p> <p>a. Demonstrate correct technique for <i>motor skills</i> and <i>manipulative skills</i> during drills or modified games/physical activities.</p> <p>b. Combine <i>manipulative skills</i> with <i>motor skills</i> during drills or modified games/physical activities.</p>	<p><b>Students demonstrate a variety of <i>specialized movement skills</i> specific to a game/physical activity while participating in a game/physical activity.</b></p>

## G3 Skill-Related Fitness Components

### Performance Indicators & Descriptors

Pre-K-2	3-5	6-8	9-Diploma
Students identify the skill-related fitness components of balance and coordination.	Students identify the skill-related fitness components of balance, coordination, agility, and speed.	Students describe the following skill-related fitness components: balance, coordination, agility, speed, and power.	Students explain the relationship of skill-related fitness components to <i>specialized movement skills</i> .

#### G4 Skill Improvement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicator is stated, students are expected to have instructional experiences that help them to understand the importance of practice.</p>	Students describe why practice is important to skill improvement.	Students explain how specific, positive, and correct feedback affect skill improvement.	Students design appropriate practice sessions, utilizing <i>fundamental movement skills</i> to improve performance.

#### H. Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.

#### H1 Fitness Assessment

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
No performance indicator.	Students participate in multiple <i>health-related fitness assessments</i> (including a cardiovascular assessment) and reassess to observe changes over time.	Students participate in a <i>health-related fitness assessment</i> that addresses a variety of health-related fitness components to establish personal fitness goals.	Students participate in a <i>health-related fitness assessment</i> to establish personal fitness goals and reassess their fitness over time.

#### H2 Health-Related Fitness Plan

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

Students identify components of health-related fitness.	Students describe and give examples of the five <i>health-related fitness components</i> .	Students design a fitness program from established goals which addresses the five <i>health-related fitness components</i> and applies the frequency, intensity, time, and type ( <i>FITT</i> ) guidelines.	Students design and critique a personal fitness plan, from established goals, that applies the five <i>health-related fitness components</i> and the <i>principles of training</i> (specificity, overload, and progression).
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### H3 Fitness Activity

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students participate in physical activities to introduce the <i>health-related fitness components</i> of <i>flexibility, cardiovascular endurance, muscular endurance, and muscular strength</i> .	Students participate in physical activities that address each of the five <i>health-related fitness components</i> including <i>flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition</i> .	<i>Students participate in physical activities that address personal fitness goals for the health-related fitness components</i> including <i>flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition</i> .	Students select and participate in physical activities that address their personal fitness plans and apply the five <i>health-related fitness components</i> .

### H4 Physical Activity Benefits

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify the physical benefits and bodily responses related to physical activities.	Students identify physical and mental benefits and bodily responses related to regular participation in physical activity.	Students describe physiological responses and physical, mental/ intellectual, emotional, and social benefits related to regular participation in physical activity.	Students explain the interrelationship of physiological responses and physical, mental/ intellectual, emotional, and social benefits related to regular participation in physical activity.

- I. Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

### I1 Cooperative Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma

<p><b>Students demonstrate taking turns and sharing while participating in physical activities.</b></p>	<p><b>Students demonstrate cooperative skills while participating in physical activities.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate active listening.</li> <li>b. Get along with others.</li> <li>c. Accept responsibility for personal behavior.</li> </ul>	<p><b>Students demonstrate cooperative and inclusive skills while participating in physical activities.</b></p> <ul style="list-style-type: none"> <li>a. Work together as a team.</li> <li>b. Respond appropriately to peer pressure.</li> <li>c. Manage conflict.</li> <li>d. Engage peers respectfully in activities.</li> </ul>	<p><b>Students demonstrate collaborative skills while participating in physical activities.</b></p> <ul style="list-style-type: none"> <li>a. Accept constructive feedback.</li> <li>b. Give constructive feedback.</li> <li>c. Include peers respectfully in activities.</li> </ul>
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**I2 Responsible Behavior**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p><b>Students follow procedures for safe behaviors, including maintaining appropriate personal space, while participating in physical activities.</b></p>	<p><b>Students demonstrate safe behaviors and appropriate equipment use while participating in physical activities.</b></p>	<p><b>Students demonstrate responsible personal behaviors while participating in physical activities.</b></p>	<p><b>Students demonstrate responsible and ethical personal behavior while participating in physical activities.</b></p>

**I3 Safety Rules and Rules of Play**

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p><b>Students identify safety rules and rule of play for games/physical activities.</b></p>	<p><b>Students describe safety rules and rules of play for games/physical activities.</b></p>	<p><b>Students describe game/physical activity rules and safety rules and their purposes.</b></p> <ul style="list-style-type: none"> <li>a. Explain the purposes for modifying playing rules in specified situations.</li> <li>b. Explain the safety rules and possible risks associated with specific games/physical activities.</li> </ul>	<p><b>Students predict how etiquette/rules improve games/activities.</b></p> <ul style="list-style-type: none"> <li>a. Explain how etiquette/rules contribute to productive participation.</li> <li>b. Predict how modifications to the environment can impact safety during games/physical activities.</li> </ul>