

# *Priority Academic Student Skills*

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## HEALTH/SAFETY EDUCATION

### OVERVIEW

The *Priority Academic Student Skills (PASS)* for Health and Safety represent standards that describe what students should know concerning health and safety. The standards are categorized under the following: HEALTH and SAFETY LITERACY, RESPONSIBLE HEALTH AND SAFETY BEHAVIOR, AND HEALTH AND SAFETY ADVOCACY. A well-informed, self-directed student has the foundation for leading a healthy, productive life. By recognizing that many health problems and causes of premature death can be prevented, children can reduce many of the risks generally encountered during adolescence and adulthood.

Children and adolescents must be healthy in order to learn, and must learn in order to be healthy. The knowledge, attitudes, and skills developed as a result of effective Comprehensive School Health and Safety Education programs will enable individuals to make informed choices that affect personal, family, and community health for a lifetime.

NOTE:

Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

## HEALTH/SAFETY EDUCATION

### Grades 1 - 4

#### HEALTH AND SAFETY LITERACY

**Standard 1: The student will comprehend concepts related to health promotion, disease prevention, and safety practices.**

1. Describe the various responsibilities of family members for health promotion and disease prevention.
2. Determine the first-aid methods for bee stings, burns, bleeding, and choking.
3. Explain the need for obeying safety rules at home, school and play (i.e., bicycle, water, fire, vehicle, firearm, bus, playground, pedestrian).
4. Name signs and symptoms for eye, ear, and dental problems and demonstrate good practices of self-care.
5. Identify the major parts of the body (e.g., head, trunk, and limbs) and describe their functions.
6. Define the term “illegal drug” and understand the use of prescribed medicine versus using drugs abusively.
7. Identify ways that injuries may be prevented.

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8. Examine the relationship between physical and emotional health.
9. Analyze how the family influences personal health and safety.
10. Identify common health problems of children and adolescence.
11. Identify the basic structure and functions of the human body systems.

### **Standard 2: The student will demonstrate the ability to access accurate health and safety information.**

1. Identify the need for medical checkups and other health-care procedures and the role of health-care workers.
2. Demonstrate and describe fire escape routines, seat belt and bicycle helmet use, burn prevention and traffic signs and signals.
3. Identify potential safety hazards at home, school, and play; and name places and people who can provide help.
4. Investigate sources of health information (e.g., people, place, and products). 📖
6. Interpret the meaning of warning labels and signs on hazardous substances.
6. Determine the characteristics of valid health information and health-promoting products and services. 📖
7. Compare the costs and validity of health products.
8. Identify situations requiring professional health services.
9. Define "addiction" and examine the addictive effects of alcohol, tobacco and other drugs. 📖
10. Investigate the harmful effects of nicotine on the human body. 📖

### **RESPONSIBLE HEALTH AND SAFETY BEHAVIOR**

### **Standard 3: The student will know health-enhancing behaviors and how to reduce health risks.**

1. Identify and practice good personal health habits.
2. Examine safe and unsafe behaviors.
3. Handle anger in a positive way.
4. Differentiate between threatening and nonthreatening environments.
5. Demonstrate methods and procedures of avoiding threatening situations and how to seek help.
6. Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources.

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7. Practice refusal skills (saying “no”) pertaining to the use of alcohol, nicotine, inhalants, and other harmful substances.
8. Identify appropriate behavior for interacting with others at school and identifying positive ways to resolve problems.
9. Practice refusal skills (saying “no”) pertaining to contact with strangers.
10. Describe and compare behaviors that are safe to those that are risky or harmful.
11. Apply skills to manage stress.

### **Standard 4: The student will analyze the influence of media, technology, culture, and other factors on health and safety.**

1. Identify ways in which media, technology, and other sources provide information about health and safety. 📖
2. Examine cultural differences that impact health and safety practices.
3. Describe how media influences thoughts, feelings, and health/safety behaviors. 📖
4. Analyze how information from school and family influences health and safety.
5. Identify and define bullying behaviors. 📖
6. Practice skills to diffuse and avoid a "bully."
7. Understand how to report bullying behaviors.

### **Standard 5: The student will demonstrate the ability to use interpersonal communication skills to enhance health and well-being.**

1. Interpret various kinds of verbal and nonverbal communication.
2. Demonstrate care and consideration of others.
3. Utilize positive communications skills when expressing needs, wants, and feelings.
4. Practice conflict resolution skills.
5. Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
6. Formulate refusal skills to use in potentially harmful or dangerous situations.
7. Describe healthy ways to handle feelings and emotions.
8. Practice anger management skills.
9. Identify forms of harassing behaviors.
10. Recognize the difference between teasing and bullying behaviors.

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**Standard 6: The student will demonstrate the ability to use goal setting and decision-making skills to enhance health and safety.**

1. Describe health problems or situations that require the help of a trusted adult. (e.g., child abuse).
2. Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules).
3. Demonstrate the ability to apply a decision-making process to health and safety issues and problems.
4. Establish a personal health goal and track progress toward its achievement.

### **HEALTH AND SAFETY ADVOCACY**

**Standard 7: The student will become an advocate for health and safety enhancement of self, family and community.**

1. Describe various ways to share health information. 📖
2. Examine in a variety of ways the ability to convey accurate health information and ideas to both individuals and groups. 📖
3. Identify community agencies that support healthy families, individuals, and communities. 📖
4. Practice methods for assisting others in making positive healthy and safe choices.
5. Demonstrate the ability to work cooperatively when advocating for health and safety for individuals, family, and community.

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## HEALTH/SAFETY EDUCATION

### Grades 5 - 8

#### HEALTH AND SAFETY LITERACY

**Standard 1: The student will comprehend concepts related to health promotion, disease prevention, and safety practices.**

1. Analyze how environment and personal health are interrelated.
2. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.
3. Examine potential hazards at home, school and play; describe methods for prevention and procedures to follow in the event of an emergency.
4. Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.
5. Identify and demonstrate violence prevention skills such as peer mediation, anger management, conflict resolution and impulse control skills.
6. Demonstrate basic first aid skills.
7. Describe the effects various diseases (e.g., cancer, diabetes) have on the body systems. 
8. Determine the structure and purpose of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal. 
9. Identify ways to protect oneself from abuse.
10. Examine the risks and identify destructive effects of alcohol, tobacco, steroids and other drugs on body systems.
11. Analyze the interrelationship of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal. 
12. Describe the dangers of prescription medication abuse.
13. Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control.
14. Identify individual and community responsibilities for protecting the environment and promoting community health and safety. 

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**Standard 2: The student will demonstrate the ability to access valid health information and health-promoting products and services. 📖**

1. Analyze situations requiring professional health services.
2. Analyze the cost and accessibility of health care services.
3. Demonstrate the ability to utilize resources including technology from home, school, and community in locating valid health information.
4. Analyze how media influences the selection of health information and products.

### **RESPONSIBLE HEALTH AND SAFETY BEHAVIOR**

**Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health and safety risks.**

1. Describe and practice refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants, and other harmful substances.
2. Practice positive ways to resolve conflicts.
3. Examine how social pressures affect participation in risk-taking activities (e.g., using inhalants, steroids).
4. Identify ways to resolve problems and prevent violence.
5. Describe techniques for coping with personal loss.
6. Interpret physical and mental consequences of a poorly balanced diet and explain how diet choices, based upon fads, may provide inadequate nourishment and cause health problems.
7. Distinguish between safe, risky, and harmful behaviors in relationships.
8. Analyze a personal health assessment to determine strengths and risks.
9. Demonstrate strategies to manage stress.
10. Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs.
11. Investigate how to report potential dangerous situations to appropriate authorities (e.g., violence, health, or safety risks). 📖

**Standard 4: The student will analyze the influence of culture, media, technology, and other factors on health and safety. 📖**

1. Analyze the influence of technology on personal and family health and safety.
2. Examine the influence of cultural beliefs on health behaviors and use of health services.

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3. Analyze knowledge of how information from peers influences health and safety.
4. Identify how media messages influence health behavior and choices.

### **Standard 5: The student will use interpersonal skills to enhance health and safety.**

1. Identify verbal and nonverbal communication.
2. Describe and identify a need, want, and feeling.
3. Formulate refusal skills that enhance health and safety.
4. Demonstrate nonviolent strategies to resolve conflict.
5. Distinguish between positive and negative behaviors used in conflict situations.
6. Demonstrate the ability to communicate consideration, caring, and respect for self and others.
7. Identify characteristics of good listening skills that build and maintain healthy relationships.

### **Standard 6: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

1. Establish personal health goals and record progress towards achievement.
2. Identify healthy leisure-time activities (e.g., family outing, sports, board games).
3. Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively.
4. Analyze how personal health goals are influenced by changing information, priorities, and responsibilities.
5. Develop a plan that identifies personal strengths, needs, and health risks.

## **HEALTH AND SAFETY ADVOCACY**

### **Standard 7: The student will become an advocate for health and safety enhancement of self, family, and community.**

1. Interpret information and analyze personal opinions concerning health and safety issues. 📖
2. Demonstrate the ability to work cooperatively when advocating for healthy and safe communities.
3. Demonstrate the ability to influence and support others in making positive health and safety choices.
4. Examine various methods for communicating health information and ideas. 📖

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## HEALTH AND SAFETY EDUCATION

### Grades 9 - 12

#### HEALTH AND SAFETY LITERACY

**Standard 1: The student will comprehend concepts related to health promotion, safety, and disease prevention.**

1. Illustrate how nutritional requirements vary in relationship to age, gender, physical activity and health conditions.
2. Identify and demonstrate ways to protect oneself from abuse.
3. Describe the structure and function of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal. 📖
4. Analyze how behavior can impact health maintenance and disease prevention.
5. Describe the impact of personal health behaviors and their influence on the health of individuals.
6. Analyze how the prevention and control of health problems are influenced by research and medical advances. 📖
7. Examine how public health policies and government relations influence health promotion and disease prevention. 📖

**Standard 2: The student knows how to access valid health information, health products and services. 📖**

1. Identify sources of accurate information regarding health and safety information, products, and services.
2. Examine and evaluate media messages.
3. Demonstrate the ability to access school and community health services for self and others.
4. Evaluate factors that influence personal choices of health products and services.
5. Examine how "media" influences the use of tobacco products.
6. Describe how our culture, media, videogames, and Internet usage influences perceptions of violence.

**Standard 3: The student will analyze the influence of culture, media, technology, and other factors on health. 📖**

1. Examine and evaluate how culture influences health behaviors.
2. Analyze how information from media, technology, and the community affects health and safety behavior.

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3. Interpret and evaluate media messages and other factors on personal, family, and community health and safety.

**Standard 4: The student will demonstrate the ability to use interpersonal communication skills to enhance health and safety.**

1. Demonstrate ability to communicate effectively with family, peers, and others.
2. Practice skills and techniques for decision making and problem solving.
3. Demonstrate ways to communicate care, consideration, and respect of others.
4. Demonstrate refusal, negotiation, and collaboration skills to avoid harmful situations.
5. Analyze possible causes of conflict in schools, families, and communities.
6. Examine how interpersonal communication affects relationships.
7. Demonstrate anger management and conflict resolution skills through assertive communication skills.
8. Investigate how to report potential dangerous situations to appropriate authorities (e.g., violence, health, or safety risks). 

**Standard 5: The student will develop plans for a healthy future through individual goal setting and decision making.**

1. Analyze and predict immediate and long-term impact of health and safety decisions on individual, family, school, and community.
2. Establish personal health goals and evaluate progress toward achieving those goals.
3. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
4. Demonstrate refusal and resistance skills for unhealthy risk behaviors (e.g., alcohol, tobacco, drugs).

### **HEALTH AND SAFETY ADVOCACY**

**Standard 6: The student becomes an advocate for health and safety for self, family, and community.**

1. Investigate and present information about health and safety issues utilizing technology. 
2. Demonstrate the ability to influence and support others in positive health and safety choices.
3. Demonstrate the ability to work cooperatively when advocating for healthy schools and communities.
4. Utilize strategies to overcome barriers in communicating information, ideas, feelings, and opinions concerning health and safety issues.
5. Examine bullying prevention strategies and the effect of bystander influence on violent behavior situations.

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## **HIV/AIDS PREVENTION EDUCATION**

School districts shall make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. The school districts, at least one (1) month prior to teaching AIDS prevention education in any classroom, shall conduct for the parents and guardians of the students involved during weekend and evening hours at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation. 70 O.S. § 11-103.3

### **Grades 7 - 12**

#### **STANDARD**

1. Investigate and examine current information about HIV/AIDS in order to differentiate related facts, opinions, and myths.
2. Examine and identify the importance of sexual abstinence in adolescent relationships.
3. Demonstrate refusal skills (saying "no"), negotiation skills and peer resistance skills related to sexual health.
4. Analyze the transmission and methods of prevention for sexually transmitted disease (STD) and Human Immunodeficiency Virus (HIV).
5. Identify risk behaviors and situations involving possible exposure to HIV.
6. Examine the relationships between injecting drug use (IDU) and contact with contaminated blood products and the transmission of HIV.
7. Analyze the efficiency of artificial means of birth control in preventing the spread of HIV and other sexually transmitted diseases.

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## GLOSSARY

**abstinence** - refraining from an addictive behavior.

**addiction** - the unhealthy, continued involvement with a mood-altering object or activity in spite of harmful consequences.

**conflict** - simultaneous existence of incompatible demands, opportunities, needs, or goals; an emotional state that arises when the behavior of one person interferes with the behavior of another.

**conflict resolution** - a concerted effort by all parties to resolve points of contention in a constructive manner.

**drug abuse** - the excessive use of a drug.

**health promotion** - combines educational, organizational, policy, financial, and environmental supports to help people change negative health behaviors.

**HIV (human immunodeficiency virus)** - the slow-acting virus that causes AIDS.

**nonverbal communication** - all unwritten and unspoken messages, both intentional and unintentional.

**pathogen** - a disease-causing agent.

**refusal skills** - skills used to say “NO” to an unhealthy behavior, action or to leave a situation of danger.

**stress** - mental and physical responses to change.

**stress management skills** - techniques that can be used to cope with the harmful effects produced by stress.

# *Priority Academic Student Skills*

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## PHYSICAL EDUCATION

### OVERVIEW

The overall goal of Oklahoma's *Priority Academic Student Skills (PASS)* for Physical Education is to promote the health and well-being of each student and guide them toward becoming physically active for life.

According to the National Association for Sport and Physical Education (NASPE), a physically educated person has learned skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the implications of and benefits from involvement in physical activity and its contribution to a healthy lifestyle.

The *Priority Academic Student Skills (PASS)* are categorized under three major areas: Motor Skill and Lifetime Activity Development; Health-Enhancing Activity Development; and Personal and Social Skill Development. It is important to realize some skills are repeated because of the need for emphasizing those skills. Skills have been selected and placed under major headings to demonstrate the appropriateness of what is expected at the various grade levels.

### PRE-KINDERGARTEN - KINDERGARTEN

#### MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

##### LARGE MOTOR SKILL DEVELOPMENT

**Standard 1: The student will participate in activities that involve large motor skills.**

1. Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).
2. Demonstrate nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
3. Combine various movement patterns to music, but not necessarily in time.
4. Kick a slowly rolling ball.
5. Balance on one foot for approximately five seconds.
6. Walk and balance on a four-inch line or balance beam.
7. Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, catching, and tossing).

##### SMALL MOTOR SKILL DEVELOPMENT

**Standard 2: The student will participate in activities that involve small motor skills.**

1. Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles.

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2. Hold and use pencils, crayons, and markers using thumb and two fingers.

### **HEALTH ACTIVITY DEVELOPMENT**

**Standard 3: The student will participate in health-enhancing activities for the development of lifetime health and fitness.**

1. Associate physical activity with the benefit of maintaining fitness and personal well-being.
2. Experience sustained moderate physical activity for short periods of time.

### **SOCIAL SKILLS**

Social skills include interacting with others, work habits and self-help skills. To develop these skills, children need daily opportunities to choose activities and materials.

**Standard 4: The student will participate in activities to develop the skills necessary for interacting with others and caring for oneself.**

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grade 1**

**Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Demonstrate the ability to move in various locomotor patterns (e.g., galloping, skipping, hopping, sliding).
2. Demonstrate the ability to move in various nonlocomotor patterns (e.g., bending, swaying, twisting).
3. Combine various movement skills and patterns to music, but not necessarily in time.
4. Demonstrate understanding by responding appropriately to the conceptual terms of over, under, behind, alongside, through.
5. Roll smoothly in a forward direction.
6. Perform a log roll without hesitating or stopping.

**Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Demonstrate manipulative skills of throwing, catching, kicking, and jumping a swinging rope.
2. Use different locomotor skills to move at different speeds, levels, and directions.
3. Demonstrate ability to travel forward, backward, and sideward without falling.
4. Demonstrate ability to balance on a variety of body parts.
5. Be introduced to evasive techniques (e.g., escaping, catching, dodging).

## **HEALTH ENHANCING ACTIVITY DEVELOPMENT**

**Standard 3: The student exhibits a physically active lifestyle.**

1. Participate in a variety of moderate to vigorous physical activity in and out of the school setting.
2. Identify activities that provide pleasure and enjoyment through participation.
3. Identify and participate in activities that promote cardiovascular endurance.
4. Identify changes in the body during physical activity.
5. Identify physical activities that promote muscular strength.

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### **Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Be introduced to physical activities and their benefits for maintaining fitness and personal well-being.
2. Recognize changes in heart rate during physical activity.
3. Explain the function of the heart and lungs.
4. Experience moderate to vigorous activity for short periods of time.
5. Be introduced to the following components of health-related fitness: muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.
6. Identify proper and improper stretching techniques.

### **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

### **Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Identify the benefits that accompany sportsmanship, cooperation, and following rules.
2. Demonstrate safety skills while participating in physical activity with or without equipment or apparatus.
3. Demonstrate self-discipline and responsibility while actively participating in group, individual, and partner activities.
4. Follow directions while participating in class activity.

### **Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Demonstrate respect for others in the learning environment.
2. Demonstrate cooperation without regard to personal differences.
3. Resolve conflicts with others in socially acceptable ways.

### **Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Enjoy participation in physical activity while alone or with others.
2. Identify physical activities that allow for self-expression and enjoyment.
3. Be willing to try new challenges and activities.
4. Participate in a wide variety of physical activities that allows for self-expression.

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grade 2**

**Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Demonstrate the movement concepts of body awareness, spatial awareness, and body movement relationships.
2. Demonstrate mature form in a variety of manipulative, locomotor and nonlocomotor skills performed individually and with a partner.
3. Demonstrate control in traveling, weight bearing, and balance activities.
4. Demonstrate motor patterns in simple combinations (e.g., dribble a ball while running).

**Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Demonstrate manipulative skills of catching, throwing, kicking, striking, and dribbling with hand and foot.
2. Perform locomotor patterns in time to music.
3. Jump and land using a combination of one- and two-foot takeoffs and landings.
4. Change speed and direction in response to a variety of rhythms.
5. Roll smoothly in a forward direction without hesitating or stopping.
6. Transfer body weight to the hands (e.g., handstand, pull up, arm hang).
7. Jump a turned rope held by others.
8. Jump a self-turned rope.
9. Kick a slowly rolling ball into the air or on the ground, using the instep of the foot.
10. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition.
11. Catch an object gently thrown to him/her using proper hand position.
12. Strike a ball with a bat from a tee or cone, using a correct grip and side orientation.
13. Demonstrate evasive skills of chasing, fleeing, and dodging to avoid or catch others.

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## **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

### **Standard 3: The student exhibits a physically active lifestyle.**

1. Participate in individual and group fitness activities in and out of the school setting.
2. Identify at least one activity associated with each component of health-related fitness.
3. Identify favorite physical activities and the reasons for enjoyment.
4. Explain the benefits of increased heart rate following an aerobic activity.
5. Participate daily in moderate to vigorous physical activity.

### **Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Associate physical activities and the benefits for maintaining fitness and personal well-being.
2. Demonstrate proper and improper stretching technique.
3. Identify and explain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance activities.
4. Explain the heart is a muscle and becomes stronger as a result of aerobic activity.
5. Locate various pulse points.

## **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

### **Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Demonstrate safety skills while participating in physical activity.
2. Follow instructions while participating in class activity.
3. Demonstrate consideration of others while participating in physical activities (e.g., taking turns, sharing equipment, encouraging others).
4. Follow class rules and procedures and apply them to all activities.

### **Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Demonstrate cooperation and respect for others in the learning environment.
2. Resolve conflicts with others in socially acceptable ways.
3. Demonstrate consideration of others regardless of personal differences.

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**Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Identify physical activities that are enjoyable.
2. Be willing to try new challenges and activities.
3. Participate in a wide variety of physical activities that allow for self-expression.

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grade 3**

**Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Travel in different directions, using a variety of locomotor skills in a combination of simple rhythmic patterns.
2. Demonstrate different locomotor skills on a low-elevated surface.
3. Combine intermediate movement patterns to music.
4. Demonstrate ability to strike a softly thrown lightweight ball back to a partner using a variety of body parts (e.g., bump in volleyball, instep kick in soccer).
5. Demonstrate mature form of throwing, catching, and kicking.
6. Jump a self-turned rope utilizing basic jump rope skills.
7. Kick a rolling ball using the inside or instep of the foot.
8. Continuously jump a swinging rope held by others.
9. Catch an object gently thrown to him/her from various distances using proper hand position.
10. Dribble and/or strike a ball towards a target by using various parts of the body.

**Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Demonstrate evasive techniques (e.g., escaping, catching, dodging).
2. Consistently strike a ball with a bat from a tee or cone, using correct grip and side orientation.
3. Demonstrate the difference between an overhand and underhand throw utilizing the principle of opposition with accuracy and control.
4. Enter and/or exit a turned rope turned by others.
5. Perform a roll in a forward direction without hesitating or stopping for two consecutive rolls.
6. Leap, landing with either foot.
7. Balance with control on a variety of moving objects (e.g., balance boards, skates).

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## **HEALTH-ENHANCING PHYSICAL ACTIVITY DEVELOPMENT**

### **Standard 3: The student exhibits a physically active lifestyle.**

1. Identify at least one activity for participation on a regular basis.
2. Participate in physical activity for the purpose of developing a healthy lifestyle.
3. Participate in individual and group fitness activities.
4. Engage in appropriate activity for the development of muscular strength and endurance.

### **Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Maintain continuous aerobic activity for a specified time.
2. Explain the health-related components of fitness and identify appropriate exercises for development of each component: muscular strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.
3. Locate and name some of the various pulse points.
4. Demonstrate physical activities and the benefits for maintaining fitness and personal well-being.
5. Identify proper and improper stretching exercises and demonstrate proper technique.

## **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

### **Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Practice and distinguish between appropriate and inappropriate behavior for participating with others in physical activity.
2. Demonstrate safety in movement while participating in physical activity with or without equipment or apparatus.
3. Demonstrate cooperation in group activities.
4. Explain the benefits that accompany sportsmanship, cooperation and following rules.

### **Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Recognize differences and similarities in others while participating in physical activity.
2. Show consideration of others in physical activity settings.
3. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior.

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**Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Express personal feelings of accomplishment from participation in physical activity.
2. Motivate and encourage others to participate in physically challenging activities.
3. Identify the benefits that accompany cooperation and participation with others in physical activity settings.

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grade 4**

#### **Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Perform various intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.
2. Balance safely on a variety of objects (e.g., balance beam, bench).
3. Transfer weight from feet to hands at fast and slow speeds (e.g., mule stand, handstand, cartwheel).
4. Perform basic tumbling skills using proper form.
5. Escape, catch, or dodge an individual or object while moving.
6. Be introduced to survival skills concerned with being in, on, and around water.
7. Be introduced to equipment used in a variety of activities.
8. Be introduced to lifetime outdoor activities available in the community.

#### **Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Demonstrate intermediate jump rope skills.
2. Jump and land, throw, catch and kick using proper techniques.
3. Hand dribble and/or foot dribble a ball while participating in an organized group activity.
4. Strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to the target and swing plane.
5. Explain the importance of appropriate practice for improving performance.

## **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

#### **Standard 3: The student exhibits a physically active lifestyle.**

1. Recognize some of the opportunities for physical activity in the community.
2. Describe the health benefits that result from regular participation in physical activity.
3. Participate in physical activity for the development of a healthy lifestyle.

#### **Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Describe and participate in physical activity associated with healthy lifetime skills.
2. Regularly participate in activities for the purpose of improving fitness and physical skills.

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3. Participate in aerobic activity for a specified time.
4. Support, lift and control body weight in a variety of activities while practicing appropriate body alignment.
5. Monitor heart rate before and after activities.
6. Describe the components of health-related fitness and demonstrate appropriate exercises associated with each component.

### **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

**Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.
2. Be considerate of others while participating in physical activity.
3. Identify equipment used and safety precautions necessary for participation in a variety of activities.

**Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Show respect for persons from different backgrounds and cultures.
2. Recognize differences among individuals associated with physical ability and participation in various games and activities.
3. Willingly participate in group games and activities without regard to cultural differences.

**Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Participate in physical activities that are personally interesting and enjoyable.
2. Express joy in personal successes and achievements of self and others.
3. Participate in activities that are challenging.

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grade 5**

**Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Demonstrate various advanced intermediate locomotor and nonlocomotor skills in a combination of rhythmic activities.
2. Participate in advanced/intermediate rhythmic activities involving physical movement with or without music.
3. Transfer weight from feet to hands at fast and slow speeds using large extensions (e.g., handstand, cartwheel, round off).
4. Demonstrate basic tumbling skills using proper form and technique.
5. Consistently strike a ball, so that it travels in an intended direction and height, using various apparatus (e.g., racket, bat, hockey stick, golf club).
6. Hand dribble and/or foot dribble while preventing an opponent from stealing the ball.

**Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Design and refine a routine combining various jump rope movements to music so that it can be performed without error.
2. Design and perform gymnastic sequences that combine rolling, traveling, balancing, and weight transfer, in smooth transition, which includes changes in speed, direction and flow.
3. Perform basic dance patterns in time to music (e.g., schottische, two-step, polka).
4. Create and perform a rhythmic routine utilizing dance skills, in time to music.
5. Demonstrate ability to detect, analyze and correct errors in motor skill performance.

## **HEALTH ENHANCING ACTIVITY DEVELOPMENT**

**Standard 3: The student exhibits a physically active lifestyle.**

1. Participate daily in physical activity that is health-enhancing.
2. Explain the “principle of specificity” as applied to an exercise program.
3. Analyze strengths and weaknesses in regard to personal exercise behavior.
4. Explain the meaning of “recovery heart rate” as applied to exercise.

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**Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Participate in moderate to vigorous physical activity in and out of the school setting.
2. Monitor intensity of exercise.
3. Explain the “FIT” principle as applied to exercise (frequency, intensity, and time).
4. Pursue personal fitness goals with minimal supervision.

### **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

**Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Remain on task without close supervision.
2. Practice and distinguish between appropriate and inappropriate behaviors for participating with others in physical activity.
3. Show respect and consideration of others in physical activity.
4. Identify equipment used and safety precautions necessary for participation in a variety of activities.
5. Practice sportsmanship, rules, and safe behavior while participating in sports and games.

**Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Show respect for persons of like and different skill levels.
2. Recognize and explain the role of games, sports and dance in different cultures.
3. Demonstrate cooperation with others, regardless of gender, race, or ethnicity in physical activity settings.

**Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Demonstrate enjoyment from participating in physical activity.
2. Participate in personally challenging physical activities.
3. Recognize physical activity as a positive opportunity for social and group interaction.
4. Use physical activity as a tool for self-expression and challenge.

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grades 6 - 7**

**Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Consistently throw, catch, hand and foot dribble a ball while guarded by opponents.
2. Design and refine a routine combining various jump rope skills to music.
3. Perform a variety of multicultural dances and creative movements to music.
4. Demonstrate accuracy and distance in throwing of a variety of objects (e.g., saucer-shaped disks, deck tennis rings, footballs).
5. Consistently strike a ball so that it travels in an intended direction and height using a long-handled implement.
6. Demonstrate basic skills in modified net games (e.g., tennis, volleyball, badminton) and invasive games (teams moving into the opponents territory, e.g., soccer, basketball).
7. Volley an object in a small group, without catching it (e.g., balloon, ball, foot bag).
8. Consistently strike a ball to a wall or a partner with a paddle/racket using both forehand and backhand strokes.

**Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Identify the critical elements of performing more advanced movement skills.
2. Apply specific knowledge in skill development.
3. Identify characteristics of highly skilled performance in a few movement forms.

## **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

**Standard 3: The student exhibits a physically active lifestyle.**

1. Participate in an individualized fitness program.
2. Monitor heart rate before, during and after activity.
3. Identify benefits of participation in different forms of physical activities.

**Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Set goals for achieving and maintaining acceptable body composition levels.
2. Identify benefits of participation in different forms of physical activities.

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3. Explain the importance of the components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, and body composition.
4. Identify proper warm-up, conditioning, cool-down techniques, and safe principles of exercise.

### **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

#### **Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Design and play small group games that involve cooperating with others.
2. Apply rules and etiquette in physical activities.
3. Accept and respect the decisions made by game officials, whether they are fellow students, teachers, or volunteers.

#### **Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Participate with and show respect for persons of like and different skill levels.
2. Demonstrate sensitivity to the feelings of others during interaction with others in a physical activity setting.

#### **Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Enjoy the challenges of learning new activities.
2. Become more skilled in participation of favorite activities.
3. Identify the creative aspects of performance of physical activity.

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grades 8 - 9**

**Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Design and perform rhythmic activities involving physical movement with or without music, encompassing a variety of multicultural forms of movement and/or manipulative objects (e.g., tinikling, jump rope, creative movement).
2. Design sequences demonstrating rhythmic movement incorporating the manipulation of objects.
3. Design smooth sequences demonstrating traveling, jumping, rolling, balancing, and weight transfer with intentional changes in direction, speed, and flow.

**Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Demonstrate competency in a variety of movement forms.
2. Demonstrate basic skills and safety procedures for participating in selected outdoor pursuits.
3. Use offensive and defensive strategies in modified activities of team and individual sports.
4. Evaluate and select strategies for improved performance in selected activities.
5. Demonstrate basic to intermediate proficiency in at least one activity from the following categories: individual, dual, and team sports.
6. Demonstrate basic to intermediate proficiency in at least one of the following categories: aquatics, dance, gymnastics, and outdoor pursuits.
7. Perform a variety of dances with fluency and in time to music (e.g., folk, square, social, creative).

## **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

**Standard 3: The student exhibits a physically active lifestyle.**

1. Establish personal fitness goals.
2. Participate regularly in and out of the school setting in health-enhancing physical activity to accomplish personal goals.
3. Demonstrate knowledge of long-term physiological and psychological benefits that may result from regular participation in physical activity.
4. Correctly demonstrate various weight-training principles.
5. Describe principles of training and conditioning for specific activities.

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**Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Analyze and categorize activities and exercises according to potential fitness benefits.
2. Evaluate the role of exercise and other factors to be considered in weight control.
3. Design and participate in an individual fitness program that emphasizes health-related fitness components: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition.
4. Use results from fitness assessments to guide changes in personal program.
5. Design and implement a personal fitness profile that relates to total wellness.
6. Utilize technology to research fitness, health, and wellness information.

### **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

**Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Demonstrate appropriate conduct as an individual and as part of a group.
2. Apply appropriate safety rules and precautions inherent to physical education.
3. Recognize the influence of peer pressure.
4. Solve problems by analyzing causes and potential solutions.
5. Work cooperatively with a group to achieve group goals.

**Standard 6: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Show respect for persons of like and different skill levels.
2. Discuss the historical role of various games, sports, and dance in the cultural life of a population.
3. Utilize technology in gathering information concerning the history of sports and other cultural games and dances.

**Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Try new and challenging activities.
2. Recognize physical activity as a means for self-expression and enjoyment.
3. Become more skilled in a selected favorite activity.

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## **MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT**

### **Grades 10 - 12**

**Standard 1: The student demonstrates competency in many movement forms and proficiency in a few movement forms.**

1. Demonstrate basic to intermediate knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports, and outdoor pursuits.
2. Demonstrate intermediate to advanced knowledge and skill proficiency in at least one of the following categories: aquatics, combative, dance, individual and team sports and outdoor pursuits.
3. Perform at least one intermediate/advanced level of rhythmic activity, in time to music, from the following categories: folk, square, social, or creative dance.
4. Explore introductory outdoor activities (e.g., orienteering, hiking, cycling).

**Standard 2: The student applies movement concepts and principles to the learning and development of motor skills.**

1. Apply biomechanical principles and concepts to analyze and improve performance of self and others.
2. Compare and contrast offensive and defensive patterns in sports.
3. Identify and apply critical elements to enable the development of movement proficiency.
4. Utilize technology for increased specialized knowledge of the development of movement proficiency.

## **HEALTH-ENHANCING ACTIVITY DEVELOPMENT**

**Standard 3: The student exhibits a physically active lifestyle.**

1. Explain how physical activity is likely to change at various stages of life and develop strategies to deal with those changes.
2. Plan a lifetime physical fitness program profile.
3. Self-test personal fitness status of health-related components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
4. Contrast health-related components with skill-related components of physical fitness.

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### **Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.**

1. Maintain and improve health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).
2. Evaluate risks and safety factors that may affect physical activity preferences.
3. Use results of fitness assessments to guide changes in his/her personal program.
4. Utilize technology to critically evaluate claims and advertisements made about commercial products, programs, and services in the fitness and health fields.
5. Categorize activities that can be pursued in the local community according to benefits and participation requirements.
6. Analyze time, cost, and accessibility factors related to regular participation in physical activities.

### **PERSONAL AND SOCIAL SKILL DEVELOPMENT**

### **Standard 5: The student demonstrates responsible personal and social behavior in physical activity settings.**

1. Accept responsibility in a leadership role and willingly follow to accomplish group goals.
2. Avoid potential conflicts by communicating with other participants.
3. Encourage others to apply appropriate etiquette in all physical activity settings.
4. Demonstrate appropriate conduct and etiquette as an individual and as a part of a group.
5. Accept and respect the decisions made by game officials, whether fellow students, teachers, or volunteers.

### **Standard 5: The student demonstrates understanding and respect for differences among people in physical activity settings.**

1. Participate with and show respect for persons of like and different skill levels.
2. Respect physical and mental limitations of self and others.
3. Participate in a variety of games, sports, and rhythmic activities representing various multicultural backgrounds.
4. Identify the effects (e.g., physical fitness level, climatic conditions) of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.

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**Standard 7: The student understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

1. Identify factors that contribute to the enjoyment of participation in physical activity.
2. Make meaningful contributions to the achievement of a team.
3. Recognize that participation in physical activity can provide opportunities for positive social interaction.
4. Voluntarily participate in physical activity in and out of the school setting.

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## GLOSSARY

**aerobic** - the metabolic function in which oxygen is used to produce energy. Aerobic training conditions the cardiorespiratory and muscular skeletal system.

**authentic assessment** - assessing the student in the actual or natural setting in which the skill is performed.

**ballistic** - bouncing type movements, as in bouncing a stretch which is not recommended.

**biomechanical principles** - the principles of human movement.

**body composition** - the ratio of lean body mass (bone, muscle, organs) to body fat.

**cardiovascular endurance** - a measure of the heart's ability to pump oxygen-rich blood to the working muscles during exercise, and the muscle's ability to take up and use the delivered oxygen to produce the energy needed to continue exercising.

**combatives** - activities that allow students the opportunity to match physical strength, skill, and agility against other students.

**cooperation** - the ability to work with others in pursuit of a mutual goal.

**creative movement** - allowing students to express feelings, ideas, emotions, and creativity through rhythmical movement.

**flexibility** - the ability of a joint to move freely through a full range of motion.

**health-related fitness** - fitness components (i.e., muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance).

**healthy lifestyle** - health-related behaviors over which the individual has personal decision-making control, including proper diet, adequate exercise, and appropriate rest which promotes both physical and emotional well-being.

**locomotor skills** - skills used to move from one place to another or to raise the center of gravity (i.e., walking, running, sliding, skipping, galloping, jumping, hopping).

**manipulative skills** - skills such as catching, throwing, kicking, striking that involve the handling of an object or objects.

**motor skills** - movement skills classified as locomotor, nonlocomotor, rhythmical and manipulative.

**muscular endurance** - the ability of a muscle or muscle group to apply force repeatedly or to sustain a contraction for a period of time.

**muscular strength** - the ability of a muscle or muscle group to exert force against a resistance.

**nonlocomotor skills** - movement in place or around the axis of the body such as bending, twisting, swaying, or raising and lowering of body parts.

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**physically educated** - a person who has learned skills necessary to perform a variety of physical activities; is physically fit; participates regularly in physical activity; knows the implications of and the benefits from involvement in physical activities; and values physical activity and its contribution to a healthful lifestyle.

**principle of specificity** - choosing specific exercises for the development of specific components of physical fitness (e.g., jogging for improving cardiorespiratory fitness, push-ups for strengthening the chest and triceps).

**recovery heart rate** - the heart rate measured at certain intervals after exercise, most often at one, three, and five minutes after completion.

**schottische** - a folk dance step; three steps and a hop (right, left, right - hop; repeat left).

**static** - stationary; in reference to muscle contractions no movement takes place.

**target heart rate** - the heart rate range which corresponds to an exercise intensity sufficient to improve health-related physical fitness.