

K-8

**Physical Education and Health
Curriculum Framework**

Revised 2011

Introduction

Arkansas Physical Education and Health Curriculum Framework

Physical Education, a component of education, takes place through movement experiences and creates the opportunity for individuals to learn and understand academic applications for a healthy lifestyle. Through regular physical activity, students will have the opportunity to develop life-enhancing and self-rewarding experiences that contribute to their ability to be healthier members of society. Students shall be challenged to participate in daily activities that will enhance their health choices. The intent is to provide a variety of health-enhancing activities in an attempt to foster lifelong active individuals.

Health and Wellness Education shall provide content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs. The content shall focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks.

Strands**Content Standards**

Physical Education and Leisure	
1. Motor Skills and Movement Patterns	Students shall demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities.
2. Movement Concepts	Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.
3. Health-Related Fitness	Students shall understand how health-related fitness can improve individual health.
4. Lifetime Activities and Recreation	Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.
5. Personal and Social Behavior	Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.
Health and Wellness	
6. Human Growth and Development	Students shall understand characteristics relating to growth and development.
7. Disease Prevention	Students shall understand components related to disease prevention and exhibit behaviors to promote health.
8. Community Health and Promotion	Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and environmental health.
9. Healthy Life Skills and Relationships	Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.
10. Alcohol, Tobacco, and Other Drugs	Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance health.
11. Personal Health and Safety	Students shall recognize and practice health-enhancing behaviors to reduce health risks.
12. Nutrition	Students shall understand concepts related to nutrition and develop skills for making healthy food choices.

*Each grade level continues to address earlier Student Learner Expectations as needed.

**Italicized words are found in the glossary.

Strand: Physical Education and Leisure

Standard 1: Motor Skills and Movement Patterns:

Students shall demonstrate proficiency in *motor skills* and movement patterns needed to perform a variety of activities.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Body Awareness</i>	PEL.1.K.1 Demonstrate <i>dynamic</i> and <i>static</i> movements, and <i>dynamic</i> and <i>static balance</i> using various body positions (e.g., animal movements)	PEL.1.1.1 Perform various movements of body parts	PEL.1.2.1 Perform movement patterns using various body parts (e.g., games, free movement)		
<i>Spatial Awareness</i>	PEL.1.K.2 Move forward, side-to-side, high/medium/low, stop/go, under, over, behind, beside, and through PEL.1.K.3 Move body limbs (e.g., high, low, and medium) PEL.1.K.4 Move appropriately in general space within boundaries without falling down and bumping into others	PEL.1.1.2 Move in various directions and through various pathways in regard to other students and objects (e.g., chase/flee, obstacles/obstacle courses)	PEL.1.2.2 Travel independently in a large group while safely and quickly changing speed and direction within a boundary	PEL.1.3.1 Demonstrate directional movements (e.g., clockwise, counterclockwise, and spiral)	

Strand: Physical Education and Leisure

Standard 1: Motor Skills and Movement Patterns:

Students shall demonstrate *competency* in *motor skills* and movement patterns needed to perform a variety of activities.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Locomotor and Non-Locomotor Movements</i>	<p>PEL.1.K.5 Perform <i>locomotor</i> movements:</p> <ul style="list-style-type: none"> • crawl • walk • jump • hop • gallop • skip • slide • leap • jog • run <p>PEL.1.K.6 Perform the following <i>non-locomotor</i> movements:</p> <ul style="list-style-type: none"> • <i>balance</i> • bend • stretch • turn • twist • shake • cross-lateral (crossing the mid-line of the body) • push • pull • sway 	<p>PEL.1.1.3 Perform any combination of the following <i>non-locomotor</i> movements (e.g., bend and stretch, twist and turn, push and pull)</p>	<p>PEL.1.2.3 Demonstrate a movement sequence combining <i>locomotor</i> and <i>non-locomotor</i> skills (e.g., combine galloping, skipping, jumping, bending, swaying, twisting in a sequence, jumping rope using different feet patterns)</p>	<p>PEL.1.3.2 Practice <i>locomotor</i> movements in a variety of games</p>	

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Rhythms and Dance</i>	<p>PEL.1.K.7 Travel to a beat by marching, clapping, and stomping with a fast and slow pace, using even and uneven <i>rhythm</i></p>	<p>PEL.1.1.4 Perform body movement through music, beat, and <i>rhythm</i></p>	<p>PEL.1.2.4 Maintain a steady beat while listening to music</p> <p>PEL.1.2.5 Perform instructional dance sequences to music (e.g., chicken dance, electric slide, cupid shuffle, tony chestnut)</p>	<p>PEL.1.3.3 Perform rhythmical sequences (e.g., tinkling, jump bands, lummi sticks, jump rope, folk dance, square dance)</p>	<p>PEL.1.4.1 Perform simple rhythmical sequences in time to music (e.g., grapevine, schottische, step-together-step)</p>
<i>Manipulative Skills</i>	<p>PEL.1.K.8 Use limited body movement when throwing with the dominant arm</p> <p>PEL.1.K.9 Extend arms toward thrower when catching an object</p> <p>PEL.1.K.10 Bounce a ball using one or two hands in self-space and general space</p>	<p>PEL.1.1.5 Step using the foot opposite the throwing hand (e.g., overhand and underhand throwing)</p> <p>PEL.1.1.6 Catch a bounced ball</p> <p>PEL.1.1.7 Catch a ball thrown underhand</p>	<p>PEL.1.2.6 Demonstrate follow-through to opposite hip when throwing an object</p> <p>PEL.1.2.7 Catch more than one self-tossed object (e.g., juggling scarves)</p> <p>PEL.1.2.8 Catch a ball thrown overhand</p>	<p>PEL.1.3.4 Throw an object overhand and underhand using a <i>mature pattern</i></p> <p>PEL.1.3.5 Catch a variety of objects at different levels with a partner using a <i>mature pattern</i></p> <p>PEL.1.3.6 Dribble in control with either hand while moving using a <i>mature pattern</i></p>	<p>PEL.1.4.2 Throw an object overhand/underhand with increased velocity and accuracy</p> <p>PEL.1.4.3 Catch an object thrown with increased velocity or catch an object while moving</p> <p>PEL.1.4.4 Dribble around moving obstacles using both hands while moving at a greater speed</p>

Strand: Physical Education and Leisure

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Manipulative Skills</i>	PEL.1.K.11 Catch a self-tossed object	PEL.1.1.8 Dribble with one hand in self-space while keeping control of the ball	PEL.1.2.9 Dribble in control with the dominate hand while moving in a general space	PEL.1.3.7 Step toward and strike a moving object using a <i>mature pattern</i>	PEL.1.4.5 Strike a ball with increased velocity and accuracy
	PEL.1.K.12 Use limited body movement when striking an object using the dominant arm	PEL.1.1.9 Demonstrate side orientation and proper grip when striking an object	PEL.1.2.10 Step toward and strike a stationary object	PEL.1.3.8 Volley a light-weight ball to self or partner using a <i>mature pattern</i>	PEL.1.4.6 Demonstrate a <i>mature pattern</i> of volleying during a game situation
	PEL.1.K.13 Volley a balloon with the hands	PEL.1.1.10 Volley an object, maintaining control, with the hands, arms, or racquet	PEL.1.2.11 Volley a light-weight ball tossed by a partner or self—using arms, hands, or racquet	PEL.1.3.9 Dribble a ball around moving obstacles with both feet using a <i>mature pattern</i>	PEL.1.4.7 Use feet to dribble with control and <i>agility</i> at a greater speed
	PEL.1.K.14 Move a ball with the feet	PEL.1.1.11 Move a ball using either foot while keeping the ball in control	PEL.1.2.12 Dribble a ball using feet in a variety of pathways around or through various obstacles, keeping the ball in control	PEL.1.3.10 Demonstrate a <i>mature pattern</i> of kicking using a variety of kicks and a variety of objects (e.g., drop kick, stationary kick, punt)	PEL.1.4.8 Use a variety of kicks with defenders and show increased velocity and accuracy
	PEL.1.K.15 Use limited body movement when kicking with the dominant leg	PEL.1.1.12 Move toward a stationary ball and kick using the dominant foot	PEL.1.2.13 Kick a stationary or moving ball and follow through toward a target		
	PEL.1.K.16 <i>Trap</i> a moving ball with the foot	PEL.1.1.13 <i>Trap</i> and pass a ball with a partner, using feet	PEL.1.2.14 <i>Trap</i> and pass a ball with control in an activity or game		

Strand: Physical Education and Leisure
 Standard 2: Movement Concepts:

Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Body Awareness</i>	PEL.2.K.1 Identify upper body parts: <ul style="list-style-type: none"> • head • forehead • chin • chest • eyes, ears, nose, mouth, • shoulders, arm, neck, elbows, wrist, right hand, left hand, fingers • back, waist, stomach PEL.2.K.2 Identify lower body parts: <ul style="list-style-type: none"> • hip, thigh, calf, heel, ankles, knees, right foot, left foot, leg, toes 	PEL.2.1.1 Distinguish between upper, lower, left, and right body parts	PEL.2.2.1 Recognize major muscle groups: <ul style="list-style-type: none"> • biceps • triceps • quadriceps • abdominals • hamstrings • calf muscles • gluteus muscles 	PEL.2.3.1 Identify and locate major muscle groups: <ul style="list-style-type: none"> • biceps • triceps • quadriceps • abdominals • hamstrings • calf muscles • gluteus muscles 	PEL.2.4.1 Identify and perform movements using the <i>musculoskeletal</i> system

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<i>Body Awareness</i>		PEL.2.1.2 Apply basic body movement patterns using verbal cues or music (e.g., "hokey pokey," alphabet shapes)	PEL.2.2.2 Recognize the major bones in the skeletal system: <ul style="list-style-type: none"> • cranium • vertebrae • ribs • humerus • radius • ulna • pelvis • femur • fibula • tibia • phalanges 	PEL.2.3.2 Identify and locate the major bones in the skeletal system: <ul style="list-style-type: none"> • cranium • vertebrae • ribs • humerus • radius • ulna • pelvis • femur • fibula • tibia • phalanges 	
<i>Spatial Awareness</i>				PEL.2.3.3 Practice group games with appropriate equipment within boundaries	PEL.2.4.2 Demonstrate game strategies of chasing, fleeing, and evading PEL.2.4.3 Create and defend space, display readiness, and cover areas utilizing <i>motor skills</i> (e.g., tag games)

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Locomotor and Non- Locomotor Movement</i>		PEL.2.1.3 Apply <i>locomotor</i> movement in various activities (e.g., <i>rhythms</i> , relays)	PEL.2.2.3 Use <i>locomotor</i> skills in <i>low-organized games</i> (e.g., tag games)	PEL.2.3.4 Create and demonstrate three (3) or more movement sequences while smoothly combining <i>locomotor</i> and <i>non-locomotor</i> skills	PEL.2.4.4 Apply <i>locomotor</i> movements in a variety of <i>lead-up games</i> (e.g., relays, tag games)
<i>Rhythms and Dance</i>				PEL.2.3.5 Create rhythmical sequences	PEL.2.4.5 Create simple rhythmical sequences in time to music
Knowledge and Strategies	PEL.2.K.3 Participate in <i>low-organized games</i> that utilize basic <i>motor skills</i>	PEL.2.1.4 Participate in <i>low-organized games</i> that utilize basic <i>motor skills</i>	PEL.2.2.4 Participate in <i>low-organized games</i> that utilize basic <i>motor skills</i>	PEL.2.3.6 Participate in modified games that utilize basic <i>motor skills</i>	PEL.2.4.6 Participate in modified games that utilize basic <i>motor skills</i>
Academic Integration	PEL.2.K.4 Know that the body and brain need activity for optimal function: <ul style="list-style-type: none"> • oxygen to the brain • ability to focus 	PEL.2.1.5 Understand that rhyme, <i>rhythm</i> , and repetition are reading readiness skills (e.g., spelling words while exercising, skip count while moving)	PEL.2.2.5 Use movement to improve cognitive responses (e.g., count by two's or three's while jumping rope, movement sentences)	PEL.2.3.7 Understand that <i>aerobic exercise</i> results in a faster cognitive response (e.g., estimation, steps and distance, multiplication)	PEL.2.4.7 Understand that cross-lateralization, or crossing the mid-line, integrates and energizes the brain to enhance learning (e.g., gravity force trajectory, spin as related to ball-handling skills)

Strand: Physical Education and Leisure

Standard 3: Health-Related Fitness:

Students shall understand how *health-related fitness* can improve individual *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Cardio-respiratory</i> Endurance	<p>PEL.3.K.1 Locate the heart and understand that it is the size of a fist</p> <p>PEL.3.K.2 Know that the heart functions as a pump for blood</p>	<p>PEL.3.1.1 Show where the heart is located and describe its approximate size and shape</p> <p>PEL.3.1.2 Understand that the heart is a muscle that pumps blood throughout the body</p>	<p>PEL.3.2.1 Understand that the heart produces a pulse when beating</p> <p>PEL.3.2.2 Understand <i>health</i> benefits related to increased heart beat during activity</p>	<p>PEL.3.3.1 Locate areas on the body where a pulse can be found (e.g., wrist, chest, neck)</p> <p>PEL.3.3.2 Maintain continuous <i>aerobic activity</i> for a specific time (e.g., jumping rope for 3 minutes)</p>	<p>PEL.3.4.1 Locate <i>carotid</i> and <i>radial arteries</i> to calculate heart rate</p> <p>PEL.3.4.2 Demonstrate a procedure for monitoring heart rate (e.g., take pulse with fingers, heart rate monitors, pulse stick)</p>

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 Standard 3: Health-Related Fitness:

Students shall understand how *health-related fitness* can improve individual *health*.

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Cardio-respiratory</i> Endurance	PEL.3.K.3 Recognize the change in breathing and heart beat while participating in a moderate to vigorous activity PEL.3.K.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance	PEL.3.1.3 Recognize the change in breathing, heartbeat, and body temperature during moderate and vigorous activity PEL.3.1.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance	PEL.3.2.3 Determine how increasing the intensity of the activity increases the heartbeat PEL.3.2.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance	PEL.3.3.3 Sustain <i>aerobic activity</i> for continuously longer periods of time while participating in chasing, fleeing, or traveling activities PEL.3.3.4 Participate in an age-appropriate activity, exercise, or game that encourages pacing to develop <i>cardio-respiratory</i> endurance	PEL.3.4.3 Maintain a moderate to vigorous intensity level in a variety of activity settings (e.g., jump rope, tag, dancing)

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 Standard 3: Health-Related Fitness:

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Body Composition</i>	<p>PEL.3.K.5 Understand that the body is composed of muscles and bones</p> <p>PEL.3.K.6 Understand that the body needs proper <i>nutrition</i> and water to function</p>	<p>PEL.3.1.5 Understand that body mass is composed of muscles, bones, fluids, organs, and fat</p> <p>PEL.3.1.6 Understand that the body needs the correct portions of food and water to function (e.g., serving sizes)</p>	<p>PEL.3.2.5 Understand that body mass can be measured by the <i>Body Mass Index (BMI)</i></p> <p>PEL.3.2.6 Understand the relationship between the amount of food ingested, energy expended, and fat stored</p>	<p>PEL.3.3.5 Understand that the <i>Body Mass Index (BMI)</i> is a screening tool using height and weight measurement</p> <p>PEL.3.3.6 Understand that calories determine the amount of energy the body can expend for various physical activities</p>	<p>PEL.3.4.4 Understand that the <i>Body Mass Index (BMI)</i> is a height/weight ratio that can be affected as a result of <i>nutrition</i>, exercise practices, and growth</p> <p>PEL.3.4.5 Understand the meaning of body metabolism: <ul style="list-style-type: none"> • at rest • during activity </p> <p>PEL.3.4.6 Recognize that body functions are unique and each person requires similar nutrients in different amounts</p>

Strand: Physical Education and Leisure
 Standard 3: Health-Related Fitness:

Students shall understand how *health-related fitness* can improve individual *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Flexibility</i>	PEL.3.K.7 Recognize that the body is capable of a wide range of movement (e.g., bending, stretching, twisting) PEL.3.K.8 Participate in stretching activities that improve <i>flexibility</i> : <ul style="list-style-type: none"> • <i>dynamic</i> warm up • teacher-led stretching held for a short period of time without bouncing 	PEL.3.1.7 Practice teacher-led stretching techniques appropriate to activity, to improve range of motion	PEL.3.2.7 Perform a proper stretch safely for a minimum of 10 to 20 seconds	PEL.3.3.7 Perform a variety of <i>flexibility</i> exercises correctly	PEL.3.4.7 Recognize the benefits that proper <i>flexibility</i> has on the ability to perform various activities

Strand: Physical Education and Leisure
 Standard 3: Health-Related Fitness:

Students shall understand how *health-related fitness* can improve individual *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Muscular Strength and Endurance</i>	PEL.3.K.9 Explore strength building activities (e.g., animal walk, scooter activities, push up and hold) PEL.3.K.10 Practice specific strength building activities (e.g., pull-ups, push-ups, modified push-ups, plank, flex arm hang) PEL.3.K.11 Understand the importance of participating in daily moderate to vigorous physical activity PEL.3.K.12 Practice appropriate activities to improve <i>muscular endurance</i> (e.g., curl-ups, partial curl-ups)	PEL.3.1.8 Recognize benefits related to <i>muscular strength</i> (e.g., good posture, strong arms, strong legs, endurance) PEL.3.1.9 Recognize benefits related to <i>muscular endurance</i>	PEL.3.2.8 Demonstrate how <i>muscular strength</i> plays a role in developing strong, healthy bones and muscles PEL.3.2.9 Demonstrate how <i>muscular endurance</i> plays a role in <i>health-related fitness</i>	PEL.3.3.8 Practice physical activities that make the muscles work harder (e.g., sit-ups, push-ups) PEL.3.3.9 Practice activities that make the muscles work continuously	PEL.3.4.8 Recognize that <i>muscular strength</i> building activities should be performed on alternating days for improvement PEL.3.4.9 Recognize that <i>muscular endurance</i> activities should be performed on alternating days for improvement

Strand: Physical Education and Leisure
 Standard 3: Health-Related Fitness:

Students shall understand how *health-related fitness* can improve individual *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Student Fitness Outcomes	PEL.3.K.13 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	PEL.3.1.10 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	PEL.3.2.10 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	PEL.3.3.10 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	PEL.3.4.10 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i>

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Strand: Physical Education and Leisure

Standard 4: Lifetime Activities and Recreation:

Students shall understand the importance of *health* benefits and enjoyment from participating in lifetime *recreational activities*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Benefits of <i>Lifetime Activities</i>	PEL.4.K.1 Recognize that exercise takes place during active play and builds a healthy heart and lungs	PEL.4.1.1 Recognize <i>health</i> benefits of active play: <ul style="list-style-type: none"> • strong muscles • oxygen to the brain • sense of well being 	PEL.4.2.1 Discuss how the activity of the day relates to a healthy life-style	PEL.4.3.1 Participate in class discussion about <i>health-related fitness</i> activities as they relate to <i>cardio-respiratory</i> endurance	PEL.4.4.1 Categorize physical activities into <i>health</i> benefits (e.g., crabwalk improves strength, chasing and fleeing games improve <i>cardio-respiratory</i>)
Lifetime Sports and Recreation	PEL.4.K.2 Recognize a variety of lifetime physical activities (e.g., fishing, bird watching, hiking, camping, golf, running)	PEL.4.1.2 Identify basic skills for enjoyment of lifetime physical activities (e.g., casting, tent setting, tracking)	PEL.4.2.2 Identify <i>leisure activities</i> that promote healthy living PEL.4.2.3 Explain that skill leads to enjoyment of physical activity	PEL.4.3.2 Practice a variety of sports and <i>recreational/leisure activities</i>	PEL.4.4.2 Discuss opportunities for individual, dual, and team participation as it relates to lifetime fitness (e.g., bowling, tennis, soccer, softball, kickball) PEL.4.4.3 Understand that <i>leisure activities</i> can be a form of relaxation

Strand: Physical Education and Leisure

Standard 5: Personal and Social Behavior:

Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Personal Behavior	<p>PEL.5.K.1 Identify acceptable behaviors while participating in physical activities (e.g., not quitting on the first attempt, taking turns, etc.)</p> <p>PEL.5.K.2 Use and share equipment within personal space safely and properly</p>	<p>PEL.5.1.1 Recognize acceptable behaviors while participating in physical activities</p> <p>PEL.5.1.2 Share equipment safely and properly with a partner or group</p>	<p>PEL.5.2.1 Utilize acceptable behaviors while participating in physical activities</p> <p>PEL.5.2.2 Comply positively with rules and procedures of structured games</p>	<p>PEL.5.3.1 Express personal feelings on progress made while learning a new skill</p> <p>PEL.5.3.2 Demonstrate behaviors that communicate care, consideration, and respect of self and others</p>	<p>PEL.5.4.1 Identify responsible decisions according to the rules and boundaries associated with physical activities</p> <p>PEL.5.4.2 Exhibit responsible and respectful behavior in different social situations (e.g., being a “good” loser, being a “humble” winner)</p>
Social Behavior	<p>PEL.5.K.3 Participate in cooperative play</p>	<p>PEL.5.1.3 Understand sharing is an essential element for a productive climate in group settings</p>	<p>PEL.5.2.3 Cooperate with others to complete an assigned task</p>	<p>PEL.5.3.3 Demonstrate collaboration with others to accomplish a goal (e.g., problem-solving activities, community projects)</p>	<p>PEL.5.4.3 Exhibit teamwork skills in activity settings (e.g., team games, team-building activities, parachute)</p>

Strand: Health and Wellness

Standard 6: Human Growth and Development

Students shall understand characteristics relating to growth and development.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Body Systems	<p>HW.6.K.1 Name and locate the following body parts:</p> <ul style="list-style-type: none"> • heart • lungs • brain • stomach • muscles • bones 	<p>HW.6.1.1 Name, locate, and describe the functions of the following body parts:</p> <ul style="list-style-type: none"> • heart • lungs • brain • stomach • muscles • bones 	<p>HW.6.2.1 Identify the basic parts of the following systems:</p> <ul style="list-style-type: none"> • digestive • circulatory • respiratory • muscular • skeletal • nervous 	<p>HW.6.3.1 Identify the basic functions of the following systems:</p> <ul style="list-style-type: none"> • digestive • circulatory • respiratory • muscular • skeletal • nervous 	<p>HW.6.4.1 Identify the major functions of the following systems:</p> <ul style="list-style-type: none"> • digestive • circulatory • respiratory • muscular • skeletal • nervous
Growth	<p>HW.6.K.2 Recognize different physical characteristics of an individual (e.g., height, weight, eye color)</p>	<p>HW.6.1.2 Describe the changes of the body that occur as a result of growth and development (e.g., height, loss of primary teeth)</p>	<p>HW.6.2.2 Examine physical characteristics that are shared by self and family</p>	<p>HW.6.3.2 Recognize ways heredity affects human growth and development</p>	<p>HW.6.4.2 Describe bodily changes that occur as a result of maturation (e.g., gender-specific body changes)</p>

Strand: Health and Wellness

Standard 7: Disease Prevention:

Students shall understand components related to disease *prevention* and exhibit behaviors to promote *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Communicable and Non-Communicable Diseases</i>	HW.7.K.1 Define germs	HW.7.1.1 Discuss the presence of germs and where they can be found	HW.7.2.1 Define disease	HW.7.3.1 Define common <i>communicable diseases</i> (e.g., common cold, flu, strep throat, measles, mononucleosis)	HW.7.4.1 Define <i>non-communicable diseases</i> (e.g., asthma, heart disease, allergies, diabetes)
	HW.7.K.2 List methods of protection from illness: <ul style="list-style-type: none"> • wash hands • cover sneeze/cough • immunization (shots) 	HW.7.1.2 Describe ways to prevent the spread of germs and illness: <ul style="list-style-type: none"> • wash hands • cover sneeze/cough • bathing 	HW.7.2.2 Recognize the difference between <i>communicable</i> and <i>non-communicable disease</i>	HW.7.2.3 List ways to prevent the spread of diseases: <ul style="list-style-type: none"> • wash hands • immunization • not sharing personal items (combs, brushes, toothbrushes, food and beverage containers) 	HW.7.3.2 Apply skills to prevent and control the spread of disease
				HW.7.3.3 Identify types of parasites that infect the body (e.g., lice, ticks, hookworm)	HW.7.4.3 Explain how parasites infect the body

Strand: Health and Wellness

Standard 8: Community Health and Promotion:

Students shall demonstrate the ability to access valid *health* information, products, and services that promote *consumer*, *community*, and *environmental health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<i>Health Information, Services, and Products</i>	HW.8.K.1 Discuss <i>community health</i> care providers: <ul style="list-style-type: none"> • doctor • dentist • <i>community health</i> department • school nurse • counselor 	HW.8.1.1 Identify <i>community health</i> care providers: <ul style="list-style-type: none"> • doctor • dentist • <i>community health</i> department • school nurse • counselor 	HW.8.2.1 Describe <i>community health</i> services used by individuals and families	HW.8.3.1 Discuss how to locate <i>community health</i> services used by individuals and families	HW.8.4.1 Identify resources, products, and <i>health</i> information provided by <i>community health</i> services
<i>Environmental and Community Health</i>	HW.8.K.2 Define pollution HW.8.K.3 Define community	HW.8.1.2 Identify types of pollution (e.g., water, air, land)	HW.8.2.2 Identify sources of pollution (e.g., littering, smoking)	HW.8.3.2 Describe ways to promote a healthy environment: <ul style="list-style-type: none"> • recycle • reduce • respect • reuse 	HW.8.4.2 Identify roles and responsibilities of school and communities to promote a healthy environment
<i>Media and Technology</i>	HW.8.K.4 Recognize media resources	HW.8.1.3 Discuss how media influences: <ul style="list-style-type: none"> • thoughts • feelings • <i>health</i> behaviors 	HW.8.2.3 Define how media/advertising influences: <ul style="list-style-type: none"> • thoughts • feelings • <i>health</i> behaviors 	HW.8.3.3 Examine how media/advertising influences: <ul style="list-style-type: none"> • thoughts • feelings • <i>health</i> behaviors 	HW.8.4.3 Discuss the messages of media sources that contribute to <i>health</i> information

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote *wellness*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Decision Making	<p>HW.9.K.1 Identify positive and negative ways to get attention</p> <p>HW.9.K.2 Recognize personal and shared space</p>	<p>HW.9.1.1 Understand consequences of choices in relationships</p> <p>HW.9.1.2 Identify the benefits of healthy relationships</p>	<p>HW.9.2.1 Describe rules and consequences of choices</p> <p>HW.9.2.2 Respond appropriately to compliments, criticism, teasing, and <i>bullying</i></p>	<p>HW.9.3.1 Examine general rules and predict consequences of choices at:</p> <ul style="list-style-type: none"> • school • home • community <p>HW.9.3.2 Practice various ways in which to resolve conflict using positive behavior</p>	<p>HW.9.4.1 Predict consequences of various choices</p> <p>HW.9.4.2 Apply strategies that demonstrate care, consideration, and respect for others</p>
Interpersonal Relationships	<p>HW.9.K.3 Identify characteristics that make a good friend</p> <p>HW.9.K.4 Recognize ways to communicate (e.g., speaking, body language, writing, listening)</p>	<p>HW.9.1.3 Discuss the qualities of friendship</p> <p>HW.9.1.4 Discuss methods of communication with friends and family (e.g., speaking, body language, writing, listening)</p>	<p>HW.9.2.3 Differentiate between positive and negative factors that determine friendship</p> <p>HW.9.2.4 Demonstrate methods of communication for specific situations</p>	<p>HW.9.3.3 Develop skills that promote positive relationships</p> <p>HW.9.3.4 Identify verbal and nonverbal methods of communication</p>	<p>HW.9.4.3 Apply skills that promote positive relationships (e.g., role play)</p> <p>HW.9.4.4 Apply verbal and nonverbal <i>communication skills</i> in different types of relationships (e.g., friendship, family)</p>

Strand: Health and Wellness

Standard 10: Alcohol, Tobacco, and Other *Drugs*:

Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Medicine	<p>HW.10.K.1 Identify common medicines</p> <p>HW.10.K.2 Name basic rules for taking medicine</p> <p>HW.10.K.3 Identify reliable adults to dispense medicines</p>	<p>HW.10.1.1 Know that medicines are <i>drugs</i> and can be harmful or helpful</p> <p>HW.10.1.2 Discuss safe use of medicine</p> <p>HW.10.1.3 Discuss the dispensing of medicines with a reliable adult</p>	<p>HW.10.2.1 Understand appropriate uses of medicines</p> <p>HW.10.2.2 Describe rules for taking medicine safely</p> <p>HW.10.2.3 Understand why it is important for a reliable adult to dispense medicine</p>	<p>HW.10.3.1 Identify <i>prescription</i> and over-the-counter medicine</p> <p>HW.10.3.2 Discuss safe procedures for using <i>prescription</i> and over-the-counter medicine</p>	<p>HW.10.4.1 List and describe appropriate uses for <i>prescription</i> and over-the-counter medicines</p> <p>HW.10.4.2 Explain why following directions is important when using medicines</p>

Strand: Health and Wellness

Standard 10: Alcohol, Tobacco, and Other *Drugs*:

Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Tobacco	<p>HW.10.K.4 Recognize types of tobacco products</p> <p>HW.10.K.5 Recognize the effects of tobacco products on the body (e.g., bad breath, yellow teeth)</p>	<p>HW.10.1.4 Name forms of tobacco products:</p> <ul style="list-style-type: none"> • cigarettes • cigars • pipes • smokeless tobacco <p>HW.10.1.5 Identify how tobacco products are harmful to <i>health</i> (e.g., breathing, diseases, stained teeth)</p>	<p>HW.10.2.4 Identify products that contain tobacco (e.g., cigarettes, smokeless tobacco)</p> <p>HW.10.2.5 Describe the effects of tobacco use on the body and environment (e.g., side-stream and second-hand smoke, diseases)</p>	<p>HW.10.3.3 Recognize that harmful chemicals are found in tobacco products</p> <p>HW.10.3.4 Identify consequences of the use of tobacco (e.g., financial, medical, legal)</p>	<p>HW.10.4.3 Identify major harmful chemicals found in tobacco products</p> <p>HW.10.4.4 Recognize that tobacco products can be physically and psychologically addictive</p>

Strand: Health and Wellness

Standard 10: Alcohol, Tobacco, and Other *Drugs*:

Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Alcohol	HW.10.K.6 Recognize that alcohol is a <i>drug</i>	HW.10.1.6 Recognize that alcoholic beverages are unhealthy and illegal for children	HW.10.2.6 Discuss products that contain alcohol	HW.10.3.5 Identify physical consequences of the overuse of alcoholic beverages (e.g., blurred vision, lack of coordination, slow reaction time, addiction) HW.10.3.6 Recognize addiction as both a physical and psychological consequence of alcohol abuse	HW.10.4.5 Describe the short term effects of alcohol use (e.g., loss of body control) HW.10.4.6 Identify and examine physical, psychological, and social consequences of alcohol abuse
Other <i>Drugs</i>	HW.10.K.7 Recognize that some <i>drugs</i> are illegal HW.10.K.8 Recognize ways to avoid tobacco, <i>drug</i> , and alcohol use (e.g., say "NO", ignore, walk away, a better idea)	HW.10.1.7 Understand that some <i>drugs</i> are illegal HW.10.1.8 Discuss ways to avoid tobacco, <i>drug</i> , and alcohol use (e.g., say "NO", ignore, walk away, a better idea)	HW.10.2.7 Distinguish between legal and illegal <i>drugs</i> HW.10.2.8 Illustrate ways to avoid tobacco, <i>drug</i> , and alcohol use (e.g., say "NO", ignore, walk away, a better idea)	HW.10.3.7 Identify illegal <i>drugs</i> (e.g., marijuana, methamphetamine, inhalants, <i>prescription drugs</i>) HW.10.3.8 Practice ways to avoid tobacco, <i>drug</i> , and alcohol use (e.g., say "NO", ignore, walk away, a better idea)	HW.10.4.7 Identify illegal <i>drugs</i> (e.g., marijuana, methamphetamine, inhalants, <i>prescription drugs</i>) HW.10.4.8 Demonstrate ways to avoid tobacco, <i>drug</i> , and alcohol use (e.g., say "NO", ignore, walk away, a better idea)

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

Students shall recognize and practice *health-enhancing* behaviors to reduce *health* risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Personal Health	<p>HW.11.K.1 Demonstrate emotions and feelings (e.g., happy, sad, excited, afraid, surprised, angry, embarrassed, proud)</p> <p>HW.11.K.2 Recognize good and bad choices for coping</p> <p>HW.11.K.3 Name trusted adults to notify for help (e.g., school, family, community)</p>	<p>HW.11.1.1 Identify personal feelings and behaviors</p> <p>HW.11.1.2 Identify coping skills to manage emotions (e.g., count to ten when angry)</p> <p>HW.11.1.3 Identify trusted adults to notify for help (e.g., school, family, community)</p>	<p>HW.11.2.1 Identify feelings and situations that trigger certain emotions</p> <p>HW.11.2.2 Practice coping skills (e.g., role play, skits, <i>journal</i>)</p> <p>HW.11.2.3 Discuss stress and identify stressful situations</p>	<p>HW.11.3.1 Identify unhealthy behaviors that express certain emotions and develop skills to cope effectively</p> <p>HW.11.3.2 Identify personal stressors and positive ways to manage stress</p>	<p>HW.11.4.1 Demonstrate the ability to monitor personal feelings and behaviors</p> <p>HW.11.4.2 Demonstrate ways to manage different kinds of stress (e.g., role play, <i>journal</i>)</p>

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

Students shall recognize and practice *health-enhancing* behaviors to reduce *health* risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Personal <i>Hygiene</i>	HW.11.K.4 Understand grooming and cleanliness	HW.11.1.4 Identify good personal grooming habits	HW.11.2.4 Describe good habits of personal grooming and cleanliness	HW.11.3.3 Discuss ways to improve or maintain overall <i>hygiene</i>	HW.11.4.3 Demonstrate personal <i>hygiene</i> practices that support <i>wellness</i>
Oral Health	HW.11.K.5 Understand why teeth are important: <ul style="list-style-type: none"> • eating • chewing • smiling • talking 	HW.11.1.5 Discuss the benefits of having healthy teeth: <ul style="list-style-type: none"> • eating is easier • nicer smile • talking is easier 	HW.11.2.5 Recognize causes of unhealthy teeth: <ul style="list-style-type: none"> • <i>plaque</i> • bacteria • sugary foods 	HW.11.3.4 Understand causes of tooth decay and how to prevent cavities HW.11.3.5 List types of sugary foods: <ul style="list-style-type: none"> • sticky • hard • liquid/sodas 	HW.11.4.4 Explain the importance of preventing tooth decay HW.11.4.5 Understand the relationship between sugar, bacteria, and acid production (e.g., sugar + bacteria = acid; acid + tooth = decay)

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

Students shall recognize and practice *health-enhancing* behaviors to reduce *health* risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Oral Health	<p>HW.11.K.6 Describe ways to clean teeth:</p> <ul style="list-style-type: none"> • brushing • flossing <p>HW.11.K.7 Understand the difference between primary teeth and permanent teeth</p> <p>HW.11.K.8 Discuss the role of the dentist and dental hygienist</p>	<p>HW.11.1.6 Recognize positive and negative oral <i>health</i> habits:</p> <ul style="list-style-type: none"> • positive (e.g., brushing teeth, flossing teeth, choosing healthy snacks) • negative (e.g., thumb sucking, nail biting) <p>HW.11.1.7 Identify primary and permanent teeth</p> <p>HW.11.1.8 Understand the importance of dental checkups</p>	<p>HW.11.2.6 Understand positive oral <i>health</i> habits:</p> <ul style="list-style-type: none"> • brushing with proper tooth brush • flossing • using fluoride toothpaste • having regular dental checkups • using dental sealant <p>HW.11.2.7 Identify the structure of a tooth</p> <p>HW.11.2.8 Recognize general procedures during dental checkup</p>	<p>HW.11.3.6 Discuss practices for maintaining healthy teeth:</p> <ul style="list-style-type: none"> • brush twice a day • floss every day • eat nutritious foods <p>HW.11.3.7 Describe the structure of the mouth and teeth (e.g., gums, canines, molars)</p>	<p>HW.11.4.6 Identify ways to protect teeth:</p> <ul style="list-style-type: none"> • wear a mouth guard when playing sports • avoid chewing pencils or similar objects • avoid smoking or using smokeless tobacco • avoid using teeth for tools • use dental sealants • use fluoride toothpaste • do not chew ice

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

Students shall recognize and practice *health-enhancing* behaviors to reduce *health risks*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Safety	<p>HW.11.K.9 Discuss safety procedures for <i>lifetime activities</i> (e.g., water, ATV's, hunting, camping)</p> <p>HW.11.K.10 Understand how to get help in an emergency</p>	<p>HW.11.1.9 Discuss safety procedures for <i>lifetime activities</i> (e.g., water, ATV's, hunting, camping)</p> <p>HW.11.1.10 Discuss procedures for obtaining emergency assistance and information (e.g., fire and police departments, poison control, ambulance, call 911)</p>	<p>HW.11.2.9 Discuss safety procedures for <i>lifetime activities</i> (e.g., water, ATV's, hunting, camping)</p> <p>HW.11.2.10 Demonstrate procedures for obtaining emergency assistance and information (e.g., fire and police departments, poison control, ambulance, call 911)</p>	<p>HW.11.3.8 List safety procedures for <i>lifetime activities</i> (e.g., water, ATV's, hunting, camping)</p> <p>HW.11.3.9 Demonstrate the appropriate response to emergency situations (e.g., find an adult, call school office, call 911)</p>	<p>HW.11.4.7 Illustrate safety procedures for <i>lifetime activities</i> (e.g., water, ATV's, hunting, camping)</p> <p>HW.11.4.8 Formulate safety plans for emergencies that occur in the home and/or school</p>

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

Students shall recognize and practice *health-enhancing* behaviors to reduce *health* risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Violence	<p>HW.11.K.11 Practice safety rules pertaining to threatening strangers:</p> <ul style="list-style-type: none"> • shout, kick or scream • tell an adult • avoid stranger's vehicle <p>HW.11.K.12 Identify sources to report abuse, <i>bullying</i>, violence, and injury (e.g., teachers, nurses, counselor, ministers, parents, coaches)</p> <p>HW.11.K.13 Identify various behaviors associated with abuse, <i>bullying</i>, violence, and injury (e.g., physical, verbal, cyber, emotional)</p>	<p>HW.11.1.11 Describe the difference between appropriate and inappropriate touch</p> <p>HW.11.1.12 Identify sources to report abuse, <i>bullying</i>, violence, and injury (e.g., teachers, nurses, counselor, ministers, parents, coaches)</p> <p>HW.11.1.13 Identify various behaviors associated with abuse, <i>bullying</i>, violence, and injury (e.g., physical, verbal, cyber, emotional)</p>	<p>HW.11.2.11 Describe physical, mental, and verbal abuse</p> <p>HW.11.2.12 Identify sources to report abuse, <i>bullying</i>, violence, and injury (e.g., teachers, nurses, counselor, ministers, parents, coaches)</p> <p>HW.11.2.13 Identify various behaviors associated with abuse, <i>bullying</i>, violence, and injury (e.g., physical, verbal, cyber, emotional)</p>	<p>HW.11.3.10 Identify abuse and assault as a form of violence</p> <p>HW.11.3.11 Identify sources to report abuse, <i>bullying</i>, violence, and injury (e.g., teachers, nurses, counselor, ministers, parents, coaches)</p> <p>HW.11.3.12 Identify various behaviors associated with abuse, <i>bullying</i>, violence, and injury (e.g., physical, verbal, cyber, emotional)</p>	<p>HW.11.4.9 Discuss strategies to avoid or reduce harmful situations</p> <p>HW.11.4.10 Identify sources to report abuse, <i>bullying</i>, violence, and injury (e.g., teachers, nurses, counselor, ministers, parents, coaches)</p> <p>HW.11.4.11 Identify various behaviors associated with abuse, <i>bullying</i>, violence, and injury (e.g., physical, verbal, cyber, emotional)</p>

Strand: Health and Wellness
 Standard 12: Nutrition:

Students shall understand concepts related to *nutrition* and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Healthy Eating Habits	<p>HW.12.K.1 Identify healthy and unhealthy snacks and drinks</p> <p>HW.12.K.2 Tell the importance of choosing healthy foods</p>	<p>HW.12.1.1 Illustrate a healthy snack from each food group (e.g., role play, drawing, cut and paste)</p> <p>HW.12.1.2 Discuss factors that influence food choices</p>	<p>HW.12.2.1 Choose a healthy snack from each food group</p> <p>HW.12.2.2 Identify factors that influence food choices</p>	<p>HW.12.3.1 Plan a healthy snack using nutritional guidelines (Refer to: ChooseMyPlate, USDA, CDC, Cooperative Extension Office)</p> <p>HW.12.3.2 Define healthy weight and the factors that affect a person's weight:</p> <ul style="list-style-type: none"> • age • gender • height • family • society • activity level • illness <p>HW.12.3.3 Identify food choices that promote <i>health</i> and help prevent disease</p>	<p>HW.12.4.1 Plan healthy meals and snacks using nutritional guidelines (Refer to: ChooseMyPlate, USDA, CDC, Cooperative Extension Office)</p> <p>HW.12.4.2 Explain the relationship among food intake, physical activity, and weight management (e.g., how caloric intake impacts exercise, how exercise affects caloric output)</p> <p>HW.12.4.3 Record, in a food diary, healthy and unhealthy choices</p>

Strand: Health and Wellness
 Standard 12: Nutrition:

Students shall understand concepts related to *nutrition* and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Food and Nutrition	HW.12.K.3 Name the sources of different foods: <ul style="list-style-type: none"> • plants • animals 	HW.12.1.3 Recognize that there are different kinds of nutrients: <ul style="list-style-type: none"> • carbohydrates • protein • fats • vitamins • minerals • water 	HW.12.2.3 Identify the major nutrients: <ul style="list-style-type: none"> • carbohydrates • protein • fats • vitamins • minerals • water HW.12.2.4 Recognize that foods and drinks have a <i>Nutrition</i> Facts Label	HW.12.3.4 Explain how the body uses major nutrients HW.12.3.5 Discuss a food source for each of the major nutrients HW.12.3.6 Describe why the body needs water: <ul style="list-style-type: none"> • identify sources • recommended daily amount • adequate hydration HW.12.3.7 Identify the information provided on the <i>Nutrition</i> Facts Label	HW.12.4.4 Explain how nutrients in foods contribute to <i>health</i> (e.g., calcium for bones and teeth, carbohydrates for energy) HW.12.4.5 Examine the <i>Nutrition</i> Facts Label to locate specific components (e.g., fats, proteins)

Strand: Health and Wellness
 Standard 12: Nutrition:

Students shall understand concepts related to *nutrition* and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Food and Nutrition	HW.12.K.4 Recognize that foods are categorized into groups (Refer to USDA)	HW.12.1.4 Place foods in the appropriate food groups using nutritional guides	HW.12.2.5 Identify the serving sizes and number of daily servings needed from each food group, using nutritional guides	HW.12.3.8 Describe the relationship between serving size and servings per container HW.12.3.9 Demonstrate how to use nutritional guides to make healthy choices: <ul style="list-style-type: none"> • follow recommended servings • define a single serving from each food group 	HW.12.4.6 Identify the important nutrients in each food group, using nutritional guides

Strand: Physical Education and Leisure

Standard 1: Motor Skills and Movement Patterns:

Students shall demonstrate proficiency in *motor skills* and movement patterns needed to perform a variety of activities.

Note: By the end of fourth grade, all students should be proficient in *motor skills* and movement patterns.

Strand: Physical Education and Leisure

Standard 2: Movement Concepts:

Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Body Awareness</i>	PEL.2.5.1 Recognize how the muscular and skeletal systems interact during movement activities	PEL.2.6.1 Refine basic <i>musculoskeletal</i> techniques necessary to participate in selected movement forms	PEL.2.7.1 Execute more advanced <i>musculoskeletal</i> techniques of movement necessary to perform a variety of activities	PEL.2.8.1 Evaluate advanced <i>musculoskeletal</i> techniques of movement in a variety of activities
<i>Spatial Awareness</i>	PEL.2.5.2 Demonstrate <i>spatial awareness</i> in <i>lead-up game</i> situations (e.g., area coverage in a variety of games such as a 3-on-3 basketball)	PEL.2.6.2 Apply <i>spatial awareness</i> while performing two or more elements of individual, dual, and team activities (e.g., appropriate spacing during activities such as flag football, soccer)	PEL.2.7.2 Examine <i>spatial awareness</i> while performing a variety of physical activities (e.g., scooters, soccer, speedball, volleyball)	PEL.2.8.2 Assess position with relationship to participants and boundaries in a variety of activities (e.g., front line in volleyball, service line in tennis)
<i>Balance and Weight Bearing Activities</i>	PEL.2.5.3 Use sequences that include rolling, <i>balance</i> , and <i>weight transfer</i> (e.g., cycling, skateboarding, tumbling, stretching, simple <i>plyometrics</i>)	PEL.2.6.3 Practice and refine the sequences of rolling, <i>balance</i> , and <i>weight transfer</i> demonstrating smooth transition (e.g., aerobic dance, dance video game, <i>plyometrics</i>)	PEL.2.7.3 Practice and refine the sequences of rolling, <i>balance</i> , and <i>weight transfer</i> demonstrating smooth transition	PEL.2.8.3 Refine the sequences of rolling, <i>balance</i> , and <i>weight transfer</i> demonstrating smooth transition

Strand: Physical Education and Leisure

Standard 2: Movement Concepts:

Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Rhythms and Dance</i>	<p>PEL.2.5.4 Perform simple dances in time to music (e.g., square dance, line dance, “cha-cha slide”, dance video game)</p>	<p>PEL.2.6.4 Perform a variety of dances (e.g., simple folk dance, square dance, line dance, waltz, dance video game)</p>	<p>PEL.2.7.4 Select alternative steps for established dance routines (e.g., “chicken dance”, “hand jive”, “cotton-eyed Joe”, “electric slide”, “cha-cha slide”, line dance)</p>	<p>PEL.2.8.4 Create and perform a dance routine</p>
<i>Manipulative Skills</i>	<p>PEL.2.5.5 Demonstrate mature <i>motor skills</i> in <i>lead-up game</i> situations:</p> <ul style="list-style-type: none"> • throwing • catching • dribbling (hands) • striking • volleying • dribbling (feet) • kicking 	<p>PEL.2.6.5 Utilize learned <i>motor skills</i> to perform the following:</p> <ul style="list-style-type: none"> • individual activities • dual activities • team activities • <i>recreational activities</i> 		

Strand: Physical Education and Leisure

Standard 2: Movement Concepts:

Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Knowledge and Strategies	PEL.2.5.6 Recognize appropriate rules and strategies to improve performance in various physical activities (e.g., individual, dual, team, recreation)	PEL.2.6.6 Apply appropriate rules and strategies to improve performance in various physical activities (e.g., individual, dual, team, recreation)	PEL.2.7.5 Exhibit appropriate rules and strategies for competition in individual, dual, team, and <i>recreational</i> sports and <i>activities</i>	PEL.2.8.5 Evaluate the benefits of individual, dual, team, and <i>recreational</i> sports and <i>activities</i> to create participation opportunities (e.g., <i>journal</i>)
Academic Integration	PEL.2.5.7 Integrate academic content into physical activities (e.g., science, math, social studies, literacy)	PEL.2.6.7 Integrate academic content into physical activities (e.g., converting measurements, laps into miles)	PEL.2.7.6 Integrate academic content into physical activities (e.g., creating a hypothesis, persuasive writing)	PEL.2.8.6 Integrate academic content into physical activities (e.g., geocaching, reading maps)

Strand: Physical Education and Leisure
 Standard 3: Health-Related Fitness:

Students shall understand how *health-related fitness* can improve individual *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Cardio-respiratory</i> Endurance	PEL.3.5.1 Understand that heart rate is directly proportional to the intensity of activity PEL.3.5.2 Understand the <i>FITT</i> principle as it relates to <i>cardio-respiratory</i> endurance: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	PEL.3.6.1 Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate) PEL.3.6.2 Apply safe practices of the <i>FITT</i> principle as it relates to <i>cardio-respiratory</i> endurance: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	PEL.3.7.1 Participate in individual <i>cardio-respiratory</i> endurance activity (e.g., mile walk, mile run, pacer test, cycling, hiking) PEL.3.7.2 Develop and follow a personal fitness plan that integrates the <i>FITT</i> principle: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type 	PEL.3.8.1 Evaluate the benefits resulting from participation in a <i>cardio-respiratory</i> endurance activity PEL.3.8.2 Apply the five principles of training using the <i>FITT</i> guidelines to develop a personal fitness plan to improve <i>cardio-respiratory</i> endurance: <ul style="list-style-type: none"> • overload • progression • specificity • regularity • individuality

Strand: Physical Education and Leisure
 Standard 3: Health-Related Fitness:

Students shall understand how *health-related fitness* can improve individual *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Body Composition</i>	PEL.3.5.3 Identify factors contributing to <i>body composition</i> (e.g., heredity, caloric intake, caloric expenditure, life patterns, environment)	PEL.3.6.3 Understand the relationship between caloric intake and caloric expenditure as it relates to levels of fitness	PEL.3.7.3 Develop and use physical activities to improve <i>body composition</i> (e.g., walking, jogging, swimming, cycling)	PEL.3.8.3 Choose personal goals that affect <i>body composition</i> in <i>nutrition</i> and exercise
<i>Flexibility</i>	PEL.3.5.4 Recognize the correlation between the stretch and the muscle group involved (e.g., toe-touch stretches - hamstrings and gluteus)	PEL.3.6.4 Participate in exercises that can successfully increase <i>flexibility</i> (e.g., yoga, stretching)	PEL.3.7.4 Develop <i>flexibility</i> to decrease incidents of injury	PEL.3.8.4 Develop <i>flexibility</i> to improve performance (e.g., <i>proprioceptive neuromuscular facilitation (PNF)</i> , <i>dynamic</i> stretching, <i>static</i> stretching)
<i>Muscular Strength and Endurance</i>	PEL.3.5.5 Understand the interaction between <i>muscular strength</i> and <i>muscular endurance</i> . PEL.3.5.6 Participate in high-intensity and low-intensity exercises	PEL.3.6.5 Participate in a variety of muscle building activities PEL.3.6.6 Evaluate benefits that result from <i>muscular endurance</i>	PEL.3.7.5 Explore a variety of muscle building activities	PEL.3.8.5 Recognize the benefits that result from regular muscle building activities
Student Fitness Outcomes	PEL.3.5.7 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	PEL.3.6.7 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	PEL.3.7.6 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i> 	PEL.3.8.6 Participate in a nationally recognized health-fitness assessment: <ul style="list-style-type: none"> • <i>cardio-respiratory endurance</i> • <i>body composition</i> • <i>muscular strength and endurance</i> • <i>flexibility</i>

Strand: Physical Education and Leisure

Standard 4: Lifetime Activities and Recreation:

Students shall understand the importance of *health* benefits and enjoyment from participating in lifetime *recreational activities*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Benefits of <i>Lifetime Activities</i>	PEL.4.5.1 Recognize the physical, <i>mental</i> , and emotional benefits of participating in <i>lifetime activities</i> (e.g., relaxation, stress relief, heart <i>health</i>)	PEL.4.6.1 Participate in a variety of <i>lifetime activities</i> (e.g., bowling, canoeing, fishing, archery, shuffleboard, swimming)	PEL.4.7.1 Compare and contrast individual choice of activity and how it may change throughout life	PEL.4.8.1 Select a variety of <i>lifetime activities</i> that encompass all the components of <i>health-related fitness</i>
Lifetime Sports and Recreation	PEL.4.5.2 Compare the benefits of competitive sports and <i>lifetime activities</i>	PEL.4.6.2 Explore <i>recreational activities</i> in the community that meet the needs of various skill levels and interests	PEL.4.7.2 Discuss the way environment influences recreational and career choices (e.g., parks, trails, <i>health</i> clubs, country clubs, lakes)	PEL.4.8.2 Investigate career opportunities available in the field of sports, recreation, and leisure

Strand: Physical Education and Leisure

Standard 5: Personal and Social Behavior:

Students shall demonstrate responsible personal and social behaviors that respect self and others in physical activity settings.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Personal Behavior	<p>PEL.5.5.1 Understand proper attitudes toward winning and losing in a physical activity setting (e.g., maintain self-control, demonstrate sportsmanship, walk away from an altercation)</p>	<p>PEL.5.6.1 Understand the physical and <i>environmental</i> dangers associated with decisions made during different physical activities (e.g., standing too close to the batter, terrain awareness)</p>	<p>PEL.5.7.1 Accept and respect the decisions made by game officials and other authority figures (e.g., official calls are accepted as final, no verbal or non-verbal contesting)</p>	<p>PEL.5.8.1 Develop an understanding and respect for the decisions made by classmates, game officials, and other authority figures (e.g., officiate a game, lead a team, captain a team, coach a team)</p>
Social Behavior	<p>PEL.5.5.2 Show respect for persons of similar and different skill levels (e.g., refrain from put-downs, refrain from <i>bullying</i>, encourage classmates)</p>	<p>PEL.5.6.2 Participate with students of diverse multicultural backgrounds (e.g., partner with others, peer coaching, refrain from put-downs)</p>	<p>PEL.5.7.2 Analyze the role of physical activity in understanding individual differences (e.g., gender, ethnicity, size, disabilities)</p>	<p>PEL.5.8.2 Develop individual leadership skills in a variety of physical activities (e.g., rotating team leaders, officiating)</p>

Strand: Health and Wellness

Standard 6: Human Growth and Development:

Students shall understand characteristics relating to growth and development.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Body Systems	HW.6.5.1 Discuss the basic functions of the following systems: <ul style="list-style-type: none"> • immune • endocrine • reproductive • excretory 	HW.6.6.1 Examine the relationship between organs, tissues, and cells that form body systems	HW.6.7.1 Examine the interaction between the body systems	HW.6.8.1 Analyze how maturation affects the body systems (e.g., brain development, <i>muscular strength</i> , <i>cardio-respiratory capacity</i>)
Growth	HW.6.5.2 Examine changes that occur during puberty	HW.6.6.2 Identify the basic physical, social, and emotional changes that occur during life cycles	HW.6.7.2 Examine changes that occur during adolescence (e.g., reproductive system, hormonal changes)	HW.6.8.2 Identify responsible behaviors and consequences related to physical, social, and emotional changes during adolescence

Strand: Health and Wellness

Standard 7: Disease Prevention:

Students shall understand components related to disease *prevention* and exhibit behaviors to promote *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Communicable and Non-communicable Disease</i>	<p>HW.7.5.1 Identify disease causing germs and how the body fights infection (e.g., viruses, bacteria, fungi, protozoa)</p> <p>H.W.7.5.2 Identify common types of <i>communicable</i> and <i>non-communicable diseases</i>:</p> <ul style="list-style-type: none"> • <i>acute</i> • <i>chronic</i> 	<p>HW.7.6.1 Identify risky <i>behaviors</i> that increase the possibility of developing diseases (e.g., eating and drinking after others, interaction of body fluids, improper handling of foods)</p> <p>HW.7.6.2 Identify causes of <i>non-communicable diseases</i> (e.g., heredity, sun, tobacco, food additives, lack of dietary fiber, environment)</p>	<p>HW.7.7.1 Identify ways individuals can reduce risk factors related to <i>communicable</i> and <i>chronic diseases</i> (e.g., hand-washing protocols, healthy eating, maintain healthy weight, regular exercise)</p> <p>HW.7.7.2 Demonstrate ways individuals can reduce risk factors related to disease (e.g., hand washing, regular exercise, proper <i>nutrition</i>, applying sunscreen, wearing a hat)</p>	<p>HW.7.8.1 Describe the importance of early detection in preventing the progression of disease</p> <p>HW. 7.8.2 Identify various effects of <i>communicable</i> and <i>non-communicable diseases</i>, such as medical, social, economic, and types of treatment</p>

Strand: Health and Wellness

Standard 7: Disease Prevention:

Students shall understand components related to disease *prevention* and exhibit behaviors to promote *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Communicable and Non-communicable Disease</i>	<p>HW.7.5.3 Recognize the warning signs of cancer:</p> <ul style="list-style-type: none"> • change in bowel or bladder habits • a sore that does not heal • unusual bleeding or discharge • thickening or lump in the breast or elsewhere • indigestion or difficulty swallowing • obvious change in a wart or mole • nagging cough or hoarseness 	<p>HW.7.6.3 Recognize the warning signs of cancer:</p> <ul style="list-style-type: none"> • change in bowel or bladder habits • a sore that does not heal • unusual bleeding or discharge • thickening or lump in the breast or elsewhere • indigestion or difficulty swallowing • obvious change in a wart or mole • nagging cough or hoarseness 	<p>HW.7.7.3 Recognize the warning signs of cancer:</p> <ul style="list-style-type: none"> • change in bowel or bladder habits • a sore that does not heal • unusual bleeding or discharge • thickening or lump in the breast or elsewhere • indigestion or difficulty swallowing • obvious change in a wart or mole • nagging cough or hoarseness 	<p>HW.7.8.3 Recognize the warning signs of cancer:</p> <ul style="list-style-type: none"> • change in bowel or bladder habits • a sore that does not heal • unusual bleeding or discharge • thickening or lump in the breast or elsewhere • indigestion or difficulty swallowing • obvious change in a wart or mole • nagging cough or hoarseness

Strand: Health and Wellness

Standard 7: Disease Prevention:

Students shall understand components related to disease *prevention* and exhibit behaviors to promote *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Communicable and Non-communicable Disease</i>	<p>HW.7.5.4 Define sexually transmitted infections (<i>STIs</i>) and the various effects (<i>human immunodeficiency virus (HIV)</i>, herpes)</p>	<p>HW.7.6.4 Identify how sexually transmitted infections (<i>STIs</i>) are transmitted:</p> <ul style="list-style-type: none"> • body fluids • sharing needles (e.g., intravenous <i>drug</i> use, body piercing, tattoos) • blood • <i>sexual</i> contact • mother to infant <p>HW.7.6.5 Distinguish between the facts and myths associated with contracting <i>STIs</i> (e.g., holding hands/touching, hugging, mosquitoes, sweat, tears, donating blood)</p>	<p>HW.7.7.4 Discuss the physical and social consequences associated with sexually transmitted infections (<i>STIs</i>) contraction</p> <p>HW.7.7.5 Describe specific symptoms of <i>STI</i> (e.g., pain or burning during urination, unusual discharge, abdominal pain)</p> <p>HW.7.7.6 Identify ways to prevent and treat <i>STIs</i> (e.g., <i>abstinence</i>, avoid <i>risky behaviors</i>, antibiotics, surgery, contraception)</p>	<p>HW.7.8.4 Analyze the physical and social implications of sexually transmitted infections (<i>STIs</i>), <i>HIV</i>, <i>Acquired Immune Deficiency Syndrome (AIDS)</i> (e.g., <i>sterility</i>, self-esteem)</p> <p>HW.7.8.5 Develop avoidance strategies to prevent <i>HIV</i> and other <i>STIs</i></p>

Strand: Health and Wellness

Standard 8: Community Health and Promotion:

Students shall demonstrate the ability to access valid *health* information, products, and services that promote *consumer*, *community*, and *environmental health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Health Information, Services, and Products</i>	HW.8.5.1 Discuss cultural beliefs about <i>health</i> behaviors and the use of <i>health</i> services	HW.8.6.1 Research local resources that provide <i>health</i> services for situations requiring <i>health</i> care	HW.8.7.1 Research community resources for diagnosing and treating <i>health</i> issues (e.g., <i>STIs</i> , immunizations)	H.W. 8.8.1 Evaluate community resources for diagnosing and treating <i>health</i> issues (e.g., <i>STIs</i> , immunizations)
<i>Environmental and Community Health</i>	HW.8.5.2 Identify pollutants: <ul style="list-style-type: none"> • smog and other gases • carbon monoxide • tobacco smoke • radiation • radon HW.8.5.3 Discuss how pollutants affect <i>health</i>	HW.8.6.2 Examine how air, water, and soil quality affect <i>health</i>	HW.8.7.2 Identify available resources that provide information which promotes environmental and <i>community health</i> (e.g., Arkansas Department of Environmental Quality, Arkansas Cooperative Extension Service)	H.W. 8.8.2 Develop strategies to reduce pollutants (e.g., home, school, community)
Media and Technology	HW.8.5.4 Identify reliable media and technological sources that provide valid <i>health</i> information	HW.8.6.3 Determine the validity of media advertisements that promote good <i>health</i> (e.g., body image, food choices, exercise habits, personal grooming products)	HW.8.7.3 Discuss the validity of media messages before the purchase of products (e.g., <i>prescription drugs</i> , dietary products, exercise equipment)	HW.8.8.3 Examine media messages that contribute to <i>health</i> information HW.8.8.4 Develop media messages that promote good <i>health</i>

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote *wellness*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Interpersonal Relationships and Human Sexuality</i>	<p>HW.9.5.1 Identify the different types of relationships:</p> <ul style="list-style-type: none"> • friendships • family • romantic <p>HW.9.5.2 Practice verbal/nonverbal <i>communication skills</i> needed for a healthy relationship</p> <p>HW.9.5.3 Identify inappropriate behaviors that show disrespect for others:</p> <ul style="list-style-type: none"> • touching • language • gestures 	<p>HW.9.6.1 Identify appropriate ways to express affection within relationships:</p> <ul style="list-style-type: none"> • family • peers • romantic <p>HW.9.6.2 Describe how communication can affect the behavior of family life and peers:</p> <ul style="list-style-type: none"> • <i>dynamic</i> changes • communication enhancers • sibling rivalry • family pride • <i>bullying</i> <p>HW.9.6.3 Examine <i>refusal skills</i> and the importance of setting limits</p>	<p>HW.9.7.1 Recognize the consequences of <i>sexual</i> interaction:</p> <ul style="list-style-type: none"> • emotional • social • physical <p>HW.9.7.2 Develop solution skills for conflict:</p> <ul style="list-style-type: none"> • avoidance • resolutions • confrontation <p>HW.9.7.3 Model <i>refusal skills</i> that may be used when pressured to exhibit inappropriate behavior (e.g., role-play, skits, written scenarios)</p>	<p>HW.9.8.1 Evaluate how <i>sexual</i> decisions influence the following:</p> <ul style="list-style-type: none"> • future • family • peers • community • future life-mate <p>HW.9.8.2 Examine how <i>communication skills</i> can prevent <i>bullying</i>, reduce prejudices, and encourage tolerance</p> <p>HW.9.8.3 Evaluate how social issues affect inappropriate behaviors:</p> <ul style="list-style-type: none"> • peers • media • family • socioeconomic status

Strand: Health and Wellness

Standard 9: Healthy Life Skills and Relationships:

Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote *wellness*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Interpersonal Relationships and Human Sexuality</i>	HW.9.5.4 Define <i>abstinence</i> as it relates to <i>risky behaviors</i>	HW.9.6.4 Understand <i>abstinence</i> as it relates to <i>risky behaviors</i>	HW.9.7.4 Identify the benefits of <i>abstinence</i> as it relates to <i>risky behaviors</i>	HW.9.8.4 Reinforce the importance of <i>abstinence</i> as it relates to <i>sexual behavior</i>

Strand: Health and Wellness

Standard 10: Alcohol, Tobacco, and Other *Drugs*:

Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Medicine	<p>HW.10.5.1 Identify common misuses of non-prescription and <i>prescription drugs</i>:</p> <ul style="list-style-type: none"> • using another person's prescription medication • combining <i>drugs</i> for another effect • over-medicating • not following prescription instructions 	<p>HW.10.6.1 Analyze possible consequences of prolonged use of non-prescription and <i>prescription drugs</i>:</p> <ul style="list-style-type: none"> • physical • financial • legal 	<p>HW.10.7.1 Predict how misuse of medication could lead to dependency</p>	<p>HW.10.8.1 Evaluate how dependency impacts family and society</p>
Tobacco	<p>HW.10.5.2 Discuss the major chemicals in tobacco products:</p> <ul style="list-style-type: none"> • tar • nicotine • carbon monoxide <p>HW.10.5.3 Recognize nicotine use as both a physical and psychological addiction</p> <p>HW.10.5.4 Define <i>gateway drug</i></p>	<p>HW.10.6.2 Explain the effects of the major chemicals and tobacco products</p> <p>HW.10.6.3 Identify physical, psychological, and social consequences of tobacco use</p> <p>HW.10.6.4 Discuss tobacco as a <i>gateway drug</i></p>	<p>HW.10.7.2 Chart the damage to different body systems caused by long-term tobacco use</p> <p>HW.10.7.3 Identify the legal issues and consequences of under-age use, possession, and purchase of tobacco products</p> <p>HW.10.7.4 Analyze how messages from media sources influence tobacco use</p>	<p>HW.10.8.2 Analyze the reversal of physiological damage from the <i>cessation</i> of tobacco use (e.g., lungs, heart, stamina)</p> <p>HW.10.8.3 Research current laws on tobacco use (e.g., public places, transportation)</p> <p>HW.10.8.4 Evaluate different <i>cessation</i> strategies:</p> <ul style="list-style-type: none"> • medications • support groups

Strand: Health and Wellness

Standard 10: Alcohol, Tobacco, and Other *Drugs*

Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Alcohol	<p>HW.10.5.5 Describe the long term effects of alcohol abuse (e.g., liver damage)</p> <p>HW.10.5.6 Describe how the abuse of alcohol can affect others</p>	<p>HW.10.6.5 Discuss alcohol as a <i>gateway drug</i></p> <p>HW.10.6.6 Discuss the effects of alcohol on the body systems:</p> <ul style="list-style-type: none"> • nervous • circulatory • respiratory • digestive <p>HW.10.6.7 Discuss alcohol-related myths</p>	<p>HW.10.7.5 Explain diseases caused by alcohol abuse:</p> <ul style="list-style-type: none"> • <i>alcoholism</i> • cirrhosis of liver • <i>fetal alcohol syndrome (FAS)</i> <p>HW.10.7.6 Identify the legal issues and discuss the consequences of alcohol use and/or possession:</p> <ul style="list-style-type: none"> • under age • <i>blood alcohol concentration (BAC)</i> • <i>driving under the influence (DUI)</i> 	<p>HW.10.8.5 Identify support services and community resources for assistance and treatment:</p> <ul style="list-style-type: none"> • alcoholics anonymous (AA) • al-anon • alateen <p>HW.10.8.6 Determine the effects of alcohol on an individual (e.g., body weight)</p>

Strand: Health and Wellness

Standard 10: Alcohol, Tobacco, and Other *Drugs*:

Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Other <i>Drugs</i>	<p>HW.10.5.7 Identify <i>drug</i> categories:</p> <ul style="list-style-type: none"> • <i>prescription drugs</i> • stimulants • depressants • hallucinogens • narcotics • <i>illicit drugs</i> • inhalants <p>HW.10.5.8 Discuss legal consequences of <i>illicit drug</i> use</p>	<p>HW.10.6.8 Examine the use and abuse of each <i>drug</i> category:</p> <ul style="list-style-type: none"> • <i>prescription drugs</i> • stimulants • depressants • hallucinogens • narcotics • <i>illicit drugs</i> • inhalants <p>HW.10.6.9 Discuss legal consequences of <i>illicit drugs</i> (e.g., possession, distribution)</p>	<p>HW.10.7.7 Identify the physical, emotional, and social effects of the following <i>drugs</i>:</p> <ul style="list-style-type: none"> • <i>prescription drugs</i> • crystal methamphetamine • “date-rape <i>drug</i>” • performance-enhancing <i>drugs</i> • marijuana • over-the-counter drugs • other dangerous drugs <p>HW.10.7.8 Discuss legal boundaries involved with the use and abuse of each <i>drug</i> category</p> <p>HW.10.7.9 Analyze the legal and social consequences of repetitive <i>illicit drug</i> offenses</p>	<p>HW.10.8.7 Evaluate rehabilitative strategies and programs:</p> <ul style="list-style-type: none"> • intervention • counseling • treatment centers • support groups • Narcotics Anonymous • in-patient rehab • out-patient rehab • counseling centers <p>HW.10.8.8 Analyze the legal and social consequences of repetitive <i>drug</i> offenses</p>

Strand: Health and Wellness

Standard 10: Alcohol, Tobacco, and Other *Drugs*:

Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance *health*.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Refusal Skills and Prevention Strategies</i>	<p>HW.10.5.9 Identify ways to resist <i>peer pressure</i>:</p> <ul style="list-style-type: none"> • say “NO” • suggest an alternative • walk away <p>HW.10.5.10 Analyze media messages concerning <i>drug</i> use</p>	<p>HW.10.6.10 Demonstrate ways to resist <i>peer pressure</i> (e.g., role play, skits)</p> <p>HW.10.6.11 Describe how the use of addictive substances effect one’s relationship with others:</p> <ul style="list-style-type: none"> • family • friends • school • community 	<p>HW.10.7.10 Discuss the different <i>prevention</i> strategies used to avoid addictive substances</p> <p>HW.10.7.11 Identify family, peer, legal, and cultural influences in avoiding the use of all addictive substances</p>	<p>HW.10.8.9 Evaluate <i>prevention</i> strategies in avoiding the use of all addictive substances</p> <p>HW.10.8.10 Create various ways to avoid the use of addictive substances</p>

Strand: Health and Wellness

Standard 11: Personal Health and Safety:

Students shall recognize and practice *health-enhancing* behaviors to reduce *health* risks.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Personal Health</i>	<p>HW.11.5.1 Identify strategies and skills to demonstrate self-respect and responsibility:</p> <ul style="list-style-type: none"> • healthy body image • peer influence • family influence • media/advertising influence <p>HW.11.5.2 Recognize the warning signs of <i>depression</i> and suicidal thoughts</p> <p>HW.11.5.3 Recognize the benefits of safe behavior and the consequences of <i>risky behavior</i> (e.g., using seatbelts, avoiding <i>drugs</i>, abstaining from <i>sexual</i> activity)</p>	<p>HW.11.6.1 Develop strategies and skills to demonstrate respect for others:</p> <ul style="list-style-type: none"> • conflict resolution • <i>bullying</i> (Refer to local school/district Student Handbook) <p>HW.11.6.2 Recognize the warning signs of <i>depression</i> and suicidal thoughts</p> <p>HW.11.6.3 Identify the benefits of safe behavior and the consequences of <i>risky behavior</i> (e.g., using seatbelts, avoiding <i>drugs</i>, abstaining from <i>sexual</i> activity)</p>	<p>HW.11.7.1 Examine skills necessary to manage <i>mental</i> and <i>emotional health</i>:</p> <ul style="list-style-type: none"> • defense mechanisms • self-talk • coping skills • <i>stress management</i> <p>HW.11.7.2 Discuss the warning signs of <i>depression</i> and suicidal thoughts</p> <p>HW.11.7.3 Discuss the benefits of safe behavior and the consequences of <i>risky behavior</i> (e.g., seatbelts, <i>sexual</i> activity, teen pregnancy, <i>drugs</i>, alcohol, types of abuse, dietary supplements)</p>	<p>HW.11.8.1 Demonstrate skills necessary to manage <i>mental</i> and <i>emotional health</i>:</p> <ul style="list-style-type: none"> • defense mechanisms • self-talk • coping skills • <i>stress management</i> <p>HW.11.8.2 Discuss the warning signs of <i>depression</i> and suicidal thoughts</p> <p>HW.11.8.3 Distinguish personal responsibility in making choices affecting individual <i>health and wellness</i></p>

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	Grade 5	Grade 6	Grade 7	Grade 8
<i>Personal Health</i>	HW.11.5.4 Identify <i>depression</i> coping strategies	HW.11.6.4 Discuss <i>depression</i> coping strategies	HW.11.7.4 Identify suicide <i>prevention</i> strategies: <ul style="list-style-type: none"> • counseling • hot-line • trusted adult 	HW.11.8.4 Discuss suicide <i>prevention</i> strategies: <ul style="list-style-type: none"> • counseling • hot-line • trusted adult
<i>Personal Hygiene</i>	HW.11.5.5 Apply skills to prevent and control the spread of disease: <ul style="list-style-type: none"> • correct hand washing • regular bathing • washing clothes • <i>hygiene</i> products • oral <i>hygiene</i> 	HW.11.6.5 Discuss how cleanliness and good grooming show consideration for self and others: <ul style="list-style-type: none"> • regular bathing • clean clothing • clean hair • deodorant • oral <i>hygiene</i> 	HW.11.7.5 Examine the importance of good <i>hygiene</i> as the body develops	HW.11.8.5 Analyze the importance of good <i>hygiene</i> as the body develops

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	Grade 5	Grade 6	Grade 7	Grade 8
Oral Health	<p>HW.11.5.6 Recognize dental <i>health</i> as an important part of overall <i>health</i>:</p> <ul style="list-style-type: none"> • care of gums and teeth • proper diet • use of sport guards 	<p>HW.11.6.6 Identify ways to maintain proper dental <i>health</i> that will reduce the risk of tooth decay and gum disease:</p> <ul style="list-style-type: none"> • choose healthy snacks • avoid using tobacco products • take proper care of gums and teeth • use toothpaste and drinking water containing fluoride • use dental sealants 	<p>HW.11.7.6 Identify diseases related to poor oral <i>health</i>:</p> <ul style="list-style-type: none"> • dental cavities • gingivitis • <i>leukoplakia</i> • periodontitis • halitosis 	<p>HW.11.8.6 Evaluate the overall effect of good oral <i>health</i>:</p> <ul style="list-style-type: none"> • self-esteem • finances • social skills • medical needs
	<p>HW.11.5.7 Identify the hazards of using tobacco products on oral <i>health</i></p>	<p>HW.11.6.7 Discuss the oral <i>health</i> hazards of using tobacco products</p>	<p>HW.11.7.7 Describe the hazards of specific tobacco products on oral <i>health</i></p>	<p>HW.11.8.7 Analyze the hazards of specific tobacco products on oral <i>health</i></p>
	<p>HW.11.5.8 Identify the risks of oral piercing on oral <i>health</i></p>	<p>HW.11.6.8 Identify the risks of oral piercing on oral <i>health</i></p>	<p>HW.11.7.8 Discuss the risks of oral piercing on oral <i>health</i></p>	<p>HW.11.8.8 Analyze the risks of oral piercing on oral <i>health</i></p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Safety	<p>HW.11.5.9 Discuss safety procedures for the following:</p> <ul style="list-style-type: none"> • weather • transportation • food • fire • <i>recreational</i> (e.g., swimming, boating, camping, hunting, biking) <p>HW.11.5.10 Recognize appropriate procedures to respond to emergency situations, both life threatening and non-life threatening</p>	<p>HW.11.6.9 Discuss safety procedures for the following:</p> <ul style="list-style-type: none"> • weather • transportation • food • fire • <i>recreational</i> (e.g., swimming, boating, camping, hunting, biking) <p>HW.11.6.10 Demonstrate first aid procedures and recognize steps of <i>CPR</i>, <i>AED</i> use, choking, bleeding, universal precautions</p>	<p>HW.11.7.9 Practice safety procedures for the following:</p> <ul style="list-style-type: none"> • weather • transportation • food • fire • <i>recreational</i> (e.g., swimming, boating, camping, hunting, biking) <p>HW.11.7.10 Model first aid and emergency procedures using role playing, skits, or another performance-based method (e.g., <i>AED</i> use, <i>CPR</i>, choking, <i>RICE</i>)</p>	<p>HW.11.8.9 Practice safety procedures for the following:</p> <ul style="list-style-type: none"> • weather • transportation • food • fire • <i>recreational</i> (e.g., swimming, boating, camping, hunting, biking) <p>HW.11.8.10 Model first aid and emergency procedures using role playing, skits, or another performance-based method (e.g., <i>AED</i> use, <i>CPR</i>, choking, <i>RICE</i>)</p>

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	Grade 5	Grade 6	Grade 7	Grade 8
Violence	<p>HW.11.5.11 Identify violent, verbal and nonverbal, behaviors such as:</p> <ul style="list-style-type: none"> • abuse • assault • harassment • <i>bullying</i> (e.g., verbal, physical, cyber, emotional) <p>HW.11.5.12 Identify individuals and other sources to help and report abuse (e.g., counselor, teacher, resource officer)</p>	<p>HW.11.6.11 Identify situations that threaten personal safety and may result in abuse:</p> <ul style="list-style-type: none"> • physical • social • <i>mental</i> • <i>sexual</i> • <i>social networking</i> <p>HW.11.6.12 Identify individuals and other sources to help and report abuse (e.g., counselor, teacher, resource officer)</p>	<p>HW.11.7.11 Develop responses to avoid situations that threaten personal safety:</p> <ul style="list-style-type: none"> • using conflict resolution • reporting <i>bullying</i> and sexual harassment • traveling in pairs <p>HW.11.7.12 Identify individuals and other sources to help and report abuse (e.g., counselor, teacher, resource officer)</p>	<p>HW.11.8.11 Analyze examples of harassment and intimidating behaviors:</p> <ul style="list-style-type: none"> • media • technology • peer groups <p>HW.11.8.12 Identify individuals and other sources to help and report abuse (e.g., counselor, teacher, resource officer)</p>

Strand: Health and Wellness

Standard 12: Nutrition:

Students shall understand concepts related to *nutrition* and develop skills for making healthy food choices.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Healthy Eating Habits	<p>HW.12.5.1 Discuss healthy and harmful eating habits:</p> <ul style="list-style-type: none"> • healthy snacks • overeating • under eating <p>HW.12.5.2 Explain how personal food choices relate to proper <i>nutrition</i> (Refer to ChooseMyPlate or USDA)</p>	<p>HW.12.6.1 Examine factors that contribute to personal eating behaviors: (e.g., hunger versus appetite, stress, environment, family/culture, media, peers)</p> <p>HW.12.6.2 Describe the basic principles associated with the development of a healthy meal plan</p>	<p>HW.12.7.1 Identify factors that influence food choices:</p> <ul style="list-style-type: none"> • time • cost/availability • culture • location • peers • media • family • body image <p>HW.12.7.2 Discuss a personal eating plan and physical activity schedule for weight management (e.g., caloric intake versus caloric expenditure)</p>	<p>HW.12.8.1 Analyze factors that influence food choices:</p> <ul style="list-style-type: none"> • time • cost/availability • culture • location • peers • media • family • body image <p>HW.12.8.2 Develop a personal eating plan and physical activity schedule for weight management (e.g., caloric intake versus caloric expenditure)</p>

Strand: Health and Wellness
 Standard 12: Nutrition:

Students shall understand concepts related to *nutrition* and develop skills for making healthy food choices.

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	Grade 5	Grade 6	Grade 7	Grade 8
Food and Nutrition	<p>HW.12.5.3 Analyze food intake patterns and their nutritional benefits and values</p> <p>HW.12.5.4 Compare nutrient information on a variety of food labels</p> <p>HW.12.5.5 Recognize common eating disorders:</p> <ul style="list-style-type: none"> • bulimia • anorexia nervosa • binge eating 	<p>HW.12.6.3 Examine nutrient deficiencies in the body (e.g., anemia, night blindness)</p> <p>HW.12.6.4 Create a healthy meal plan based on proper <i>nutrition</i>, using a nutritional guide (Refer to ChooseMyPlate or USDA)</p> <p>HW.12.6.5 Identify common eating disorders:</p> <ul style="list-style-type: none"> • bulimia • anorexia nervosa • binge eating 	<p>HW.12.7.3 Explain how nutrients affect risk factors for the following four common <i>chronic diseases</i>:</p> <ul style="list-style-type: none"> • cancer • cardiovascular disease • osteoporosis • type II diabetes <p>HW.12.7.4 Analyze a daily <i>nutrition</i> log based on <i>Nutrition</i> Facts labels</p> <p>HW.12.7.5 Describe causes, symptoms, consequences, and treatments for the three most common eating disorders:</p> <ul style="list-style-type: none"> • bulimia • anorexia nervosa • binge eating 	<p>HW.12.8.3 Analyze how nutrients affect risk factors of the following common <i>chronic diseases</i>:</p> <ul style="list-style-type: none"> • cancer • cardiovascular disease • osteoporosis • type II diabetes <p>HW.12.8.4 Analyze a daily <i>nutrition</i> log based on nutrition facts labels</p> <p>HW.12.8.5 Assess a personal healthy eating plan based on proper <i>nutrition</i> using a nutritional guide</p> <p>HW.12.8.6 Research causes, symptoms, consequences, and treatments for the three most common eating disorders:</p> <ul style="list-style-type: none"> • bulimia • anorexia nervosa • binge eating

Physical Education and Health Glossary

Abstinence	Refusing to participate in risky health behaviors
AED	Automated External Defibrillator A portable diagnostic device that temporarily stimulates the heart
Aerobic activity	A steady activity in which the heart can supply all the oxygen the muscles need
Agility	The ability to change direction quickly while the body is in motion
Alcoholism	A disease in which a person has a physical or psychological dependence on alcohol
AIDS	Also called Acquired Immunodeficiency Syndrome; A potentially life-threatening condition in which there is a severe loss of body cellular immunity
Balance	The ability to maintain or regain equilibrium while moving or standing still
Body awareness	An element of movement; being aware of body shape, parts of the body, and the support and transfer of weight
Body composition	The ratio of body fat to lean body tissue including muscle, bone, water, and connective tissue
Body Mass Index (BMI)	a number that shows body weight adjusted for height: can be calculated with simple math using inches and pounds, or meters and kilograms; used to assess underweight, overweight, and risk for overweight
Bullying	Four types of bullying include: physical, verbal, cyber, emotional
Cardio-respiratory	The ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity
Carotid artery	Either of the two major arteries, one on each side of the neck, that carry blood to the head
Chronic disease	A disease that is ongoing
Communicable disease	Diseases that are spread from one living thing to another or through the environment
Communication skills	Those skills in which an individual chooses to share thoughts and feelings with others

Community health	Activities, efforts, and strategies that influence individuals within a community to make healthy decisions
Competency	The ability to perform and apply skills
Consumer health	Focuses on helping individuals make responsible decisions about products and services that can affect one's health
CPR	Cardio-Pulmonary Resuscitation--emergency procedure performed on people suffering cardiac arrest
Depression	A prolonged feeling of helplessness, hopelessness, and sadness
Drug	A substance, other than food, that changes the structure or function of the body and mind
DUI	Driving under the influence of alcohol, as defined by the law
Dynamic	Activities and stretches that involve movement
Emotional health	A sense of well-being with attention to mind, body, spirit, creativity, intellectual development, health, etc.
Environmental dangers	Air, water, and land that surrounds an individual or community that poses a health risk
Environmental health	Factors that contribute to the overall health status of air, water, and land
FITT principle	A formula in which each letter represents a factor important for determining the correct amount of physical activity F = Frequency, I = Intensity, T = Time, T = Type
Fetal Alcohol Syndrome (FAS)	A group of alcohol-related birth defects that includes both physical and mental problems
Journal	A regularly kept written record that a student uses as a personal assessment tool
Flexibility	The ability of various joints of the body to move through their full range of motion
Gateway drug	A drug that introduces people to drug use, increasing the risk that they will try a stronger drug
Health	The state of physical, mental, and emotional well-being and not merely the absence of disease or infirmity

Health education	Process by which individuals are informed concerning the promotion of physical, mental, emotional, and social well-being
Health-enhancing	A subject area that includes content from the disciplines of both health and physical education which has as its major focus the development of a healthy lifestyle
Health-related fitness	Includes the components of (1) cardiovascular endurance, (2) muscular strength and endurance, (3) flexibility, and (4) body composition
Human Immunodeficiency Virus (HIV)	A virus that attacks the immune system and potentially leads to AIDS
Hygiene	A condition promoting sanitary practices
Immune system	Group of organs, including the lymph nodes, thymus, and spleen, that fights off pathogens and removes harmful organisms from the blood
Immunity	Resistance to infection or a specified disease
Interpersonal skills	Skills that enhance the ability to work and play together, such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance
Lead-up games	Activities that utilize basic skills and strategies related to specific games, sports or leisure activities
Leisure activities	The use of free time for enjoyment while engaging in physical activities
Lifetime activities	Includes games, sports, and other leisure pursuits usually performed by a person over the course of a lifetime, including activities like tennis, golf, bowling, backpacking, canoeing and racquetball
Locomotor	Skills used to move the body from one place to another, including walking, running, skipping, leaping, sliding, galloping, jumping, and hopping
Low-organized games	Include activities that are easy to play, have few and simple rules, require little or no equipment, and may be varied in many ways

Manipulative skills	Skills developed when a person handles some kind of object, including throwing, kicking, batting, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop
Mature pattern	A series of basic movements that are fluid, efficient, repetitive, and internalize
Mental health	State of well-being of the mind
Motor skills	Basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities
Muscular endurance	The ability of the muscles to exert force for an extended time
Muscular strength	The ability of the muscles to exert maximum effort
Musculoskeletal	System of the human body that consists of bones, joints, muscles and tendons configured so as to allow the great variety of movements characteristic of human activity
Non-communicable disease	A disease that is not transmitted by another person, by a vector, or from the environment
Non-locomotor	Skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking
Non-violent strategies	Techniques that are used to avoid or de-escalate a potentially violent situation and includes problem-solving, active listening, conflict resolution skills, mediation, sit-downs or humor
Nutrition	The study of foods and the process by which they nourish the body
Obesity	The condition of being very fat or having a high percentage of body fat
Pathogen	A microorganism capable of causing disease or illness
Peer pressure	Positive or negative influence peers consciously or unconsciously place on others to behave in certain ways
Personal health	Concerning or affecting a particular person's health

Physical fitness	Ability to perform physical activities and meet the demands of daily living while being energetic and alert
Physically educated	Understanding and appreciating the relationship between quantity and quality of individual movement and ultimate quality of life
Plaque	A thin film of matter that destroys tooth enamel
Prescription drug	A drug that cannot be purchased legally without a doctor's order
Prevention	To stop or keep from doing or happening
Proprioceptive Neuromuscular Facilitation (PNF)	PNF techniques involve a partner actively stretching the participant by some combination of altering contraction and relaxation of muscles. Some of the different PNF techniques used include slow reversal hold, contract-relax, and hold-relax.
Radial Artery	Branch of the brachial artery beginning below the elbow and extending down the forearm around the wrist and into the palm
Recreational activity	Pleasant activity which one enjoys doing in spare time
Refusal skills	Techniques used to say "NO" in a risk situation
Rhythm(s)	Involves motion that possesses regularity and a predictable pattern, often involving music such as dance patterns, jumping rope or tinikling (Philippine folk dance)
RICE	A first aid procedure for dealing with minor injuries - Rest Ice Compression and Elevation
Risky behaviors	Behaviors that represent a potential threat to a person's well-being
Sexual	Of or involving sex, the sexes, or the sex organs
Spatial awareness	The ability to recognize and respond to objects in 3-dimensional (3-D) space
Static	Stretching or balancing that involves no movement

STI (STD)	Sexually Transmitted Infection (Sexually Transmitted Disease); an infectious disease that is spread from person-to-person during sexual activity
Stress management	Techniques used to prevent and deal with stressors
Target heart rate	Used to determine activity intensity; used to enhance the level of cardiovascular endurance; may be calculated by using the formula: (Maximum heart rate '220' – age) x 0.70 = target heart rate
Trap	To gain control of ball with foot
Underweight	Having a body mass index that is below the 5 th percentile for one's age
Weight bearing activities	Activities that include all of the movements that focus on the transfer of /strength from one adjacent body part to another
Weight/strength training	A form of fitness training that usually includes working with four variables: (1) amount of resistance (weight) per lift; (2) number of repetitions of each lift (set); (3) number of sets per workout; and (4) number of workouts per week
Wellness	A concept that suggests that all aspects of a person's life (physical, mental, emotional, and social well-being) are balanced; implies that a person will be active and free from disease

Appendix

Physical Education for Students with Special Needs

Every physical education class includes students who are high achievers, low achievers, and those in the middle, who comprise the majority. Effective instructional strategies take into account the diverse needs of very heterogeneous groups. Quality physical education involves adapting, modifying, and changing a physical activity so it is appropriate for all participants.

Some students come to physical education with motor or perceptual deficits, while others have more severe disabilities. Successful participation in physical activities by students with disabilities depends on the teacher's attitude and skill in providing instruction and support to all students. The teacher should encourage students to learn and experience maximum enjoyment in physical education by understanding students' specific needs and encouraging students who are not disabled to accept and support those who are disabled.

Children with disabilities, whether they are identified as needing special education and related services or not, have the right to a modification of the regular program. Further, under Section 504 of the Rehabilitation Act of 1973, Amendments of 1991 (Public Law 102-42), Americans with Disabilities Act of 1990 (Public Law 101-336), Amendments of 2008 (Public Law 110-325), and Individuals with Disabilities Act (IDEA 2004, Public Law 108-466), such children may not be discriminated against by school personnel. Per IDEA 2004, "each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless (1) child is enrolled full-time in a separate facility, (2) child needs specially designed physical education as prescribed in the child's Individual Education Plan (IEP)." Service delivery options that must be made available to all children with disabilities are modified general physical education, specially designed physical education, adapted physical education, direct services, collaboration, and consultation.

In some instances an IEP team at the school (e.g., the physical education teacher, special education teachers, administrators, parents, and ancillary personnel, such as occupational therapists, recreation therapists, and physical therapists) will determine that the appropriate least-restrictive environment for a physical education program for students with disabilities is the general education class. To accommodate such students, the physical education instructor may have to make modifications and interventions.

In collaboration with the special education teachers and ancillary personnel, the physical education teacher can modify instruction to accommodate students with disabilities without diminishing the value of the class for those without disabilities. Problem-solving skills and modified approaches to movement can be offered.

Teaching methods can be adapted to meet the needs of students through provision of a direct tutor, a buddy system that pairs students with disabilities with other students, peer tutoring, task cards or individualized learning packets, circuit or station setups, contracts or independent student programs, and other approaches.

Other adaptations might include:

Ways to modify assessment

- Base evaluation on the student's potential and on pre-test and post-test comparison rather than on standardized scores
- Base measurement on what the student with disabilities is able to do rather than on what the student is not able to do
- Apply decathlon-scoring approaches to enable students with disabilities to compete for points against records that are appropriate to the student's physical status
- Provide specific devices or adapting equipment to aid in the manipulation of objects or one's self
- Vary size, weight, color, and texture of equipment

Rules of adaptations

- Adjust height and size of target or goal
- Add more players to a team to reduce the amount of activity and responsibility of any individual player
- Assign playing positions according to the abilities of the students with disabilities
- Permit the substitution or interchange of duties during participation
- Limit play areas if students' movement capabilities are restricted
- Have well-defined lines and boundaries
- Provide rest periods as needed
- Adapt rules for individual disabilities such as three-step dribbling using two hands to dribble, carrying the ball while it is on the student's lap in a wheelchair, or using a tee/ramp

Classroom management strategies

- Structure and predictable routine
- Clear expectations
- Brief instructions
- Positive reinforcement
- Proximity to teacher
- Verbal and visual cues

The physical education teacher should seek opportunities for informal talks with the special education teacher to develop methods for working with students with disabilities. When these students cannot participate safely and successfully in the physical education program, and when interventions have been ineffective, the use of the Individualized Education Plan (IEP) process for special education may be required.

Pre-K (ages 3-5) Recommendations for Physical Education/Movement Programs

1.	Classes should be limited to 30 minutes.
2.	The student/teacher ratio should be 10 students per adult.
3.	Students should have the opportunity to participate in 2-4 different activities in each class.
4.	Activities should be no longer than 5 to 10 minutes in length.
5.	Repeat previously taught lessons using a variety of activities.
6.	Engage in activities that promote the development of fitness and gross motor skills.
7.	Utilize the Physical Education Framework for kindergarten as a guide for instruction.

Essential Components of Physical/Motor Skill Development

<i>Body/Spatial Awareness Activity</i>	<ul style="list-style-type: none"> • Know different body parts (e.g., head, shoulders, arms, fingers, knees, legs, toes) • Demonstrate personal space • Move safely in general space while maintaining personal space without touching others • Understand boundaries • Start and stop on signal • Demonstrate ways to <i>balance</i> in a variety of situations (e.g., wide/narrow base of support) • Demonstrate ways to <i>balance</i> with a variety of objects • Demonstrate the ability to change levels, directions, and pathways
<i>Locomotor/Non-locomotor Activity</i>	<ul style="list-style-type: none"> • Demonstrate basic <i>locomotor</i> movements: hop, walk, crawl, run and <i>jump</i>. • Demonstrate basic <i>non-locomotor</i> movements: bend, shake, twist, and stretch
Manipulatives	<ul style="list-style-type: none"> • Demonstrate safety awareness when purposefully using materials • Perform an underhand throw • Kick stationary ball while maintaining <i>balance</i> • Strike light-weight object with body parts and with light-weight implements (long and short handles) • Toss and catch an object in self space • Develop skills of dropping and catching an object • Move a ball with feet
<i>Rhythm</i>	<ul style="list-style-type: none"> • Perform a simple <i>rhythmic</i> pattern that involves <i>locomotor</i> and <i>non-locomotor</i> (e.g., <i>lummy sticks, scarves, ribbon sticks, hokey pokey</i>)
<i>Social/Personal Behavior</i>	<ul style="list-style-type: none"> • Work cooperatively for a brief period of time • Interact positively with others during physical activities
<i>Fitness</i>	<ul style="list-style-type: none"> • Participate in activities that increase heart rate and breathing • Participate in activities that require muscle strength and <i>flexibility</i> (e.g., tumbling, scooter boards, animal movements)

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Major Anthony Lofton, Pulaski County Special School District	Mary Taylor, Arkadelphia School District