

**Diocese of Venice  
Standards for Health and Physical Education (PE)**

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***Kindergarten-12<sup>th</sup> Grade***



# *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Gifts of CHRIST© at the Diocese of Venice Catholic Schools*

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The *Gifts of C.H.R.I.S.T.©* are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.©* stands for Catholic Habits and Responses in School and on Teams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.©* and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

Truth		
	GOC.T.1	I will seek to understand the truth in all situations.
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.
Beauty		
	GOC.B.1	I will seek beauty in all things and in all situations.
	GOC.B.2	I will find the beauty of God's creation and wonders around me.
Goodness		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.
Affability		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.
Humility		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.
Prudence		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.
Fortitude		
	COG.F.1	I can do all things through Christ who strengthens me.
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.

HEALTH K-12		
Kindergarten		
HE.K.C: <i>Kindergarten Health Literacy Concepts</i>		
	HE.K.C.1: <i>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.K.C.1.1	Recognize healthy behaviors.
	HE.K.C.1.2	Recognize the physical dimensions of health.
	HE.K.C.1.3	Recognize ways to prevent common communicable diseases.
	HE.K.C.1.4	Recognize ways to prevent childhood injuries in the home, school, and community settings.
	HE.K.C.1.5	Recognize there are body parts inside and outside of the body.
	HE.K.C.2: <i>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.K.C.2.1	Name healthy behaviors that family members should practice.
	HE.K.C.2.2	Recognize the characteristics of a friend.
	HE.K.C.2.3	Identify members of the school and community who support personal-health practices and behaviors.
	HE.K.C.2.4	Explain the importance of rules to maintain health.
HE.K.P: <i>Kindergarten Health Literacy Promotion</i>		
	HE.K.P.7: <i>Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.K.P.7.1	Identify healthy practices and behaviors to maintain or improve personal health.

	HE.K.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.	
	HE.K.P.8.1	Help others to make positive health choices.
HE.K.B: Kindergarten Health Literacy Responsible Behavior		
	HE.K.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.	
	HE.K.B.3.1	Recognize warning labels and signs on hazardous products and places.
	HE.K.B.3.2	Recognize school and community health helpers.
	HE.K.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.	
	HE.K.B.4.1	Recognize healthy ways to express needs, wants, and feelings.
	HE.K.B.4.2	Demonstrate listening skills to enhance health.
	HE.K.B.4.3	Identify the appropriate responses to unwanted and threatening situations.
	HE.K.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.	
	HE.K.B.5.1	Name situations when a health-related decision can be made individually or when assistance is needed.
	HE.K.B.5.2	Recognize healthy options to health-related issues or problems.
	HE.K.B.5.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
<b>1<sup>st</sup> Grade</b>		
HE.1.C: First Grade Health Literacy Concepts		

	HE.1.C.1: <i>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.1.C.1.1	Identify healthy behaviors.
	HE.1.C.1.2	Recognize the physical and social dimensions of health.
	HE.1.C.1.3	Describe ways to prevent common communicable diseases.
	HE.1.C.1.4	Identify ways to prevent childhood injuries in the home, school, and community settings.
	HE.1.C.1.5	Identify the correct names of human body parts.
	HE.1.C.1.6	Identify health-care providers.
	HE.1.C.2: <i>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.1.C.2.1	Identify how children learn health behaviors from family and friends.
	HE.1.C.2.2	Explore the ways that a friend would act in a variety of situations.
	HE.1.C.2.3	Identify what the school and community do to support personal-health practices and behaviors.
	HE.1.C.2.4	Recognize health consequences for not following rules.
HE.1.P: <i>First Grade Health Literacy Promotion</i>		
	HE.1.P.7: <i>Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.1.P.7.1	Tell about behaviors that avoid or reduce health risks.
	HE.1.P.8: <i>Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.1.P.8.1	Encourage others to make positive health choices.
HE.1.B: <i>First Grade Health Literacy Responsible Behavior</i>		

	HE.1.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.	
	HE.1.B.3.1	Determine the meaning of warning labels and signs on hazardous products and places
	HE.1.B.3.2	Identify trusted adults and professionals who can help promote health.
	HE.1.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.	
	HE.1.B.4.1	Identify healthy ways to express needs, wants, and feelings.
	HE.1.B.4.2	Describe good listening skills to enhance health.
	HE.1.B.4.3	Describe ways to respond when in an unwanted, threatening, or dangerous situation.
	HE.1.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.	
	HE.1.B.5.1	Describe situations when a health-related decision can be made individually or when assistance is needed.
	HE.1.B.5.2	Identify healthy options to health-related issues or problems.
	HE.1.B.5.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.
<b>2<sup>nd</sup> Grade</b>		
	HE.2.C: Second Grade Health Literacy Concepts	
	HE.2.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.	
	HE.2.C.1.1	Identify that healthy behaviors affect personal health.
	HE.2.C.1.2	Recognize the physical, mental/emotional and social dimensions of health.

	HE.2.C.1.3	Describe ways a safe, healthy home environment can promote personal health.
	HE.2.C.1.4	Describe ways to prevent childhood injuries in the home, school, and community settings.
	HE.2.C.1.5	Recognize the locations and functions of major human organs.
	HE.2.C.1.6	Determine when it is important to seek health care.
	<i>HE.2.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.2.C.2.1	Describe how family rules and practices influence health behaviors.
	HE.2.C.2.2	Describe how friends' health practices influence health behaviors of others.
	HE.2.C.2.3	Describe how the school and community influence health behaviors of children.
	HE.2.C.2.4	Explain the ways that rules make the classroom, school, and community safer.
<i>HE.2.P: Second Grade Health Literacy Promotion</i>		
	<i>HE.2.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.2.P.7.1	Demonstrate health behaviors to maintain or improve personal health.
	<i>HE.2.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.2.P.8.1	Support peers when making positive health choices.
<i>HE.2.B: Second Grade Health Literacy Responsible Behavior</i>		
	<i>HE.2.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.2.B.3.1	Understand the meaning of warning labels and signs on hazardous products.

	HE.2.B.3.2	Select trusted adults and professionals who can help promote health.
	HE.2.B.4: <i>Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.2.B.4.1	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.
	HE.2.B.4.3	Demonstrate ways to respond to unwanted, threatening, or dangerous situations.
	HE.2.B.5: <i>Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.2.B.5.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
	HE.2.B.5.2	Name healthy options to health-related issues or problems.
	HE.2.B.5.3	Compare the consequences of not following rules/practices when making healthy and safe decisions.
	HE.2.B.6: <i>Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.2.B.6.1	Establish a short-term personal health goal as a class and take action toward achieving the goal.
<b>3<sup>rd</sup> Grade</b>		
<b>HE.3.C: Third Grade Health Literacy Concepts</b>		
	HE.3.C.1: <i>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.3.C.1.1	Describe healthy behaviors that affect personal health.
	HE.3.C.1.3	Describe ways a safe, healthy classroom can promote personal health.
	HE.3.C.1.4	Recognize common childhood health conditions.
	HE.3.C.1.5	Recognize that body parts and organs work together to form human body systems.
	HE.3.C.1.6	Describe why it is important to seek health care.

	<i>HE.3.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.3.C.2.1	Explore how family and friend's traditions and customs may influence health behaviors.
	HE.3.C.2.3	Explore how the traditions and customs of the school and community influence health behavior of children.
	HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention.
	HE.3.C.2.5	Discuss the positive and negative impacts media may have on health.
	HE.3.C.2.6	Discuss the positive and negative impacts technology may have on health.
<i>HE.3.P: Third Grade Health Literacy Promotion</i>		
	<i>HE.3.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.3.P.7.1	Practice responsible personal health behaviors.
	HE.3.P.7.2	Investigate a variety of behaviors that avoid or reduce health risks.
	<i>HE.3.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.3.P.8.1	Promote positive behaviors to others.
<i>HE.3.B: Third Grade Health Literacy Responsible Behavior</i>		
	<i>HE.3.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.3.B.3.1	Locate resources from home, school, and community that provide valid health information.
	HE.3.B.3.2	Describe criteria for selecting health information, resources, products, and services.

	HE.3.B.3.3	Describe how the media influences the selection of health information, products, and services.
	HE.3.B.4: <i>Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.3.B.4.1	Identify effective verbal and nonverbal communication skills to enhance health.
	HE.3.B.4.2	Demonstrate refusal skills that avoid or reduce health risks.
	HE.3.B.4.3	Demonstrate nonviolent strategies to manage or resolve conflict.
	HE.3.B.4.4	Explain ways to ask for assistance to enhance personal health.
	HE.3.B.5: <i>Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.3.B.5.1	Recognize circumstances that can help or hinder healthy decision making.
	HE.3.B.5.2	List healthy options to health-related issues or problems.
	HE.3.B.5.3	Discuss the potential short-term personal impact of each option when making a health-related decision.
	HE.3.B.5.4	Find a healthy option when making a decision for yourself.
	HE.3.B.5.5	Explain when assistance is needed when making a health-related decision.
	HE.3.B.6: <i>Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.3.B.6.1	Select a personal health goal and track progress toward achievement.
	HE.3.B.6.2	Examine resources that could assist in achieving a small group personal health goal.
<b>4<sup>th</sup> Grade</b>		
HE.4.C: <i>Fourth Grade Health Literacy Concepts</i>		
	HE.4.C.1: <i>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	

	HE.4.C.1.1	Identify the relationship between healthy behaviors and personal health.
	HE.4.C.1.2	Identify examples of mental/emotional, physical, and social health.
	HE.4.C.1.3	Describe ways a safe, healthy school environment can promote personal health.
	HE.4.C.1.4	Describe ways to prevent common childhood injuries and health problems.
	HE.4.C.1.5	Identify the human body parts and organs that work together to form healthy body systems.
	HE.4.C.1.6	Distinguish differences among various healthcare providers, products, and services.
	<b>HE.4.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</b>	
	HE.4.C.2.1	Explain the importance of family on health practices and behaviors.
	HE.4.C.2.2	Explain the important role that friends/peers may play in health practices and behaviors.
	HE.4.C.2.3	Explain the important roles that school and community play in health practices and behaviors.
	HE.4.C.2.4	Recognize types of school rules and community laws that promote health and disease prevention.
	HE.4.C.2.5	Explain how media influences personal thoughts, feelings, and health behaviors.
	HE.4.C.2.6	Explain how technology influences personal thoughts, feelings, and health behaviors.
	<b>HE.4.P: Fourth Grade Health Literacy Promotion</b>	
	<b>HE.4.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b>	

	HE.4.P.7.2	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
	HE.4.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.	
	HE.4.P.8.1	Assist others to make positive health choices.
<b>HE.4.B: Fourth Grade Health Literacy Responsible Behavior</b>		
	HE.4.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.	
	HE.4.B.3.1	Describe characteristics of valid health information, products, and services.
	HE.4.B.3.2	Construct criteria for selecting health resources, products, services, and reputable technologies.
	HE.4.B.3.3	Examine resources from home, school and community that provide valid health information.
	HE.4.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.	
	HE.4.B.4.1	Explain effective verbal and nonverbal communication skills to enhance health.
	HE.4.B.4.2	Identify refusal skills and negotiation skills that avoid or reduce health risks.
	HE.4.B.4.3	Discuss nonviolent strategies to manage or resolve conflict.
	HE.4.B.4.4	Demonstrate ways to ask for assistance to enhance personal health.
	HE.4.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.	
	HE.4.B.5.1	Identify circumstances that can help or hinder healthy decision making.

	HE.4.B.5.2	Itemize healthy options to health-related issues or problems.
	HE.4.B.5.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
	HE.4.B.5.4	Choose a healthy option when making decisions for yourself and/or others.
	HE.4.B.5.5	Examine when assistance is needed to make a health-related decision.
HE.4.B.6: <i>Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>		
	HE.4.B.6.1	Create a personal health goal and track progress toward achievement.
	HE.4.B.6.2	Categorize resources that could assist in achieving a small group personal health goal.
<b>5<sup>th</sup> Grade</b>		
<b>HE.5.C: Fifth Grade Health Literacy Concepts</b>		
	HE.5.C.1: <i>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.5.C.1.1	Describe the relationship between healthy behaviors and personal health.
	HE.5.C.1.2	Explain the physical, mental/emotional, social, and intellectual dimensions of health.
	HE.5.C.1.3	Explain ways a safe, healthy home and school environment promote personal health.
	HE.5.C.1.4	Compare ways to prevent common childhood injuries and health problems.
	HE.5.C.1.5	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
	HE.5.C.1.6	Recognize how appropriate health care can promote personal health.
	HE.5.C.2: <i>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	

	HE.5.C.2.1	Predict how families may influence various health practices of children.
	HE.5.C.2.2	Predict how friends/peers may influence various health practices of children.
	HE.5.C.2.3	Predict how the school and community influence various health practices of children.
	HE.5.C.2.4	Give examples of school and public health policies that influence health promotion and disease prevention.
	HE.5.C.2.5	Determine how media influences family health behaviors and the selection of health information, products, and services.
	HE.5.C.2.6	Describe ways that technology can influence family health behaviors.
	HE.5.C.2.7	Discuss how various cultures can influence personal health beliefs.
	HE.5.C.2.8	Investigate influences that change health beliefs and behaviors.

*HE.5.P: Fifth Grade Health Literacy Promotion*

	<i>HE.5.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.5.P.7.1	Model responsible personal health behaviors.
	HE.5.P.7.2	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
	<i>HE.5.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.5.P.8.1	Persuade others to make positive health choices.

*HE.5.B: Fifth Grade Health Literacy Responsible Behavior*

	<i>HE.5.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.5.B.3.1	Discuss characteristics of valid health information, products, and services.

	HE.5.B.3.2	Evaluate criteria for selecting health resources, products, and services.
	HE.5.B.3.3	Compile resources from home, school, and community, technologies that provide valid health information.
	<i>HE.5.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.5.B.4.1	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
	HE.5.B.4.2	Discuss refusal skills and negotiation skills that avoid or reduce health risks.
	HE.5.B.4.3	Illustrate effective conflict resolution strategies.
	HE.5.B.4.4	Determine ways to ask for assistance to enhance the health of self and others.
	<i>HE.5.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.5.B.5.1	Describe circumstances that can help or hinder healthy decision making.
	HE.5.B.5.2	Summarize healthy options to health-related issues or problems.
	HE.5.B.5.3	Compare the potential short-term impact of each option on self and others when making a health-related decision.
	HE.5.B.5.4	Select a healthy option when making decisions for yourself and/or others.
	HE.5.B.5.5	Analyze when assistance is needed when making a health-related decision.
	<i>HE.5.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.5.B.6.1	Specify a personal health goal and track progress toward achievement.
	HE.5.B.6.2	Select reliable resources that would assist in achieving a small group personal health goal.

6 <sup>th</sup> Grade		
HE.6.C: Sixth Grade Health Literacy Concepts		
	HE.6.C.1: <i>Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.6.C.1.2	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
	HE.6.C.1.3	Identify environmental factors that affect personal health.
	HE.6.C.1.4	Identify health problems and concerns common to adolescents including reproductive development.
	HE.6.C.1.5	Explain how body systems are impacted by hereditary factors and infectious agents.
	HE.6.C.1.6	Examine how appropriate health care can promote personal health.
	HE.6.C.1.7	Recognize how heredity can affect personal health.
	HE.6.C.1.8	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
	HE.6.C.2: <i>Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.6.C.2.1	Examine how family influences the health of adolescents.
	HE.6.C.2.2	Examine how peers influence the health of adolescents.
	HE.6.C.2.3	Identify the impact of health information conveyed to students by the school and community.
	HE.6.C.2.4	Investigate school and public health policies that influence health promotion and disease prevention.
	HE.6.C.2.5	Examine how media influences peer and community health behaviors.
	HE.6.C.2.6	Propose ways that technology can influence peer and community health behaviors.
	HE.6.C.2.7	Investigate cultural changes related to health beliefs and behaviors.
	HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.

	HE.6.C.2.9	Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<b>HE.6.P: Sixth Grade Health Literacy Promotion</b>		
	HE.6.P.7.1	<i>Explain the importance of assuming responsibility for personal-health behaviors.</i>
	HE.6.P.7.2	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
<b>HE.6.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>		
	HE.6.P.8.1	Practice how to influence and support others when making positive health choices.
	HE.6.P.8.2	State a health-enhancing position on a topic and support it with accurate information.
	HE.6.P.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.
	HE.6.P.8.4	Identify ways health messages and communication techniques can be targeted for different audiences.
<b>HE.6.B: Sixth Grade Health Literacy Responsible Behavior</b>		
	<b>HE.6.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</b>	
	HE.6.B.3.1	Examine the validity of health information, and determine the cost of health products, and services.
	HE.6.B.3.3	Investigate a variety of technologies to gather health information.
	HE.6.B.3.4	Describe situations when professional health services may be required.
	<b>HE.6.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</b>	
	HE.6.B.4.1	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.

	HE.6.B.4.2	Practice refusal skills and negotiation skills to reduce health risks.
	HE.6.B.4.3	Demonstrate effective conflict-management and/or resolution strategies.
	HE.6.B.4.4	Compile ways to ask for assistance to enhance the health of self and others.
	<i>HE.6.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.6.B.5.1	Investigate health-related situations that require the application of a thoughtful decision-making process.
	HE.6.B.5.2	Choose healthy alternatives over unhealthy alternatives when making a decision.
	HE.6.B.5.3	Specify the potential outcomes of each option when making a health-related decision.
	HE.6.B.5.4	Distinguish between the need for individual or collaborative decision-making.
	HE.6.B.5.5	Predict the potential outcomes of a health-related decision.
	<i>HE.6.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.6.B.6.1	Use various methods to measure personal health status.
	HE.6.B.6.2	Develop an individual goal to adopt, maintain, or improve a personal health practice.
	HE.6.B.6.3	Determine strategies and skills needed to attain a personal health goal.
	HE.6.B.6.4	Monitor progress toward attaining a personal health goal.
<b>7<sup>th</sup> Grade</b>		
<i>HE.7.C: Seventh Grade Health Literacy Concepts</i>		
	<i>HE.7.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	

	HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
	HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
	HE.7.C.1.3	Analyze how environmental factors affect personal health.
	HE.7.C.1.4	Describe ways to reduce or prevent injuries and adolescent health problems.
	HE.7.C.1.5	Classify infectious agents and their modes of transmission to the human body.
	HE.7.C.1.6	Explain how appropriate health care can promote personal health.
	HE.7.C.1.7	Describe how heredity can affect personal health.
	HE.7.C.1.8	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
	<b>HE.7.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</b>	
	HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
	HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
	HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
	HE.7.C.2.5	Analyze how messages from media influence health behaviors.
	HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
	HE.7.C.2.7	Determine how cultural changes related to health beliefs and behaviors impact personal health.
	HE.7.C.2.8	Evaluate how changes in social norms impact healthy and unhealthy behavior.
	HE.7.C.2.9	Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<b>HE.7.P: Seventh Grade Health Literacy Promotion</b>		

	<i>HE.7.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.7.P.7.1	Examine the importance of assuming responsibility for personal-health behaviors.
	HE.7.P.7.2	Experiment with behaviors that will maintain or improve personal health and reduce health risks.
	<i>HE.7.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.7.P.8.1	Utilize the influence of others to promote positive health choices.
	HE.7.P.8.2	Articulate a position on a health-related issue and support it with accurate health information.
	HE.7.P.8.3	Work cooperatively to advocate for healthy individuals, peers, and families.
	HE.7.P.8.4	Analyze ways health messages can target different audiences.
<i>HE.7.B: Seventh Grade Health Literacy Responsible Behavior</i>		
	<i>HE.7.B.3: Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.7.B.3.1	Analyze the validity of health information, products, and services.
	HE.7.B.3.3	Compare a variety of technologies to gather health information.
	HE.7.B.3.4	Differentiate among professional health services that may be required.
	<i>HE.7.B.4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.7.B.4.1	Apply effective communication skills when interacting with others to enhance health.
	HE.7.B.4.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
	HE.7.B.4.3	Articulate the possible causes of conflict among youth in schools and communities.

	HE.7.B.4.4	Demonstrate how to ask for assistance to enhance the health of self and others.
	<i>HE.7.B.5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.7.B.5.1	Predict when health-related situations require the application of a thoughtful decision-making process.
	HE.7.B.5.2	Select healthy alternatives over unhealthy alternatives when making a decision.
	HE.7.B.5.4	Determine when individual or collaborative decision-making is appropriate.
	HE.7.B.5.5	Predict the short and long-term consequences of engaging in health-risk behaviors.
	<i>HE.7.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.7.B.6.1	Analyze personal beliefs as they relate to health practices.
	HE.7.B.6.2	Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.
	HE.7.B.6.3	Explain strategies and skills needed to assess progress and maintenance of a personal health goal.
<b>8<sup>th</sup> Grade</b>		
<i>HE.8.C: Eighth Grade Health Literacy Concepts</i>		
	<i>HE.8.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</i>	
	HE.8.C.1.2	Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.
	HE.8.C.1.3	Predict how environmental factors affect personal health.
	HE.8.C.1.4	Investigate strategies to reduce or prevent injuries and other adolescent health problems.
	HE.8.C.1.5	Identify major chronic diseases that impact human body systems.
	HE.8.C.1.6	Analyze how appropriate health care can promote personal health.

	HE.8.C.1.7	Explore how heredity and family history can affect personal health.
	HE.8.C.1.8	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
	<b>HE.8.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</b>	
	HE.8.C.2.1	Assess the role of family health beliefs on the health of adolescents.
	HE.8.C.2.2	Assess how the health beliefs of peers may influence adolescent health.
	HE.8.C.2.3	Analyze how the school and community may influence adolescent health.
	HE.8.C.2.4	Critique school and public health policies that influence health promotion and disease prevention.
	HE.8.C.2.5	Research marketing strategies behind health-related media messages.
	HE.8.C.2.6	Analyze the influence of technology on personal and family health.
	HE.8.C.2.7	Describe the influence of culture on health beliefs, practices, and behaviors.
	HE.8.C.2.8	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
	HE.8.C.2.9	Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<b>HE.8.P: Eighth Grade Health Literacy Promotion</b>		
	<b>HE.8.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</b>	
	HE.8.P.7.1	Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.
	HE.8.P.7.2	Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
	<b>HE.8.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>	

	HE.8.P.8.1	Promote positive health choices with the influence and support of others.
	HE.8.P.8.2	Justify a health-enhancing position on a topic and support it with accurate information.
	HE.8.P.8.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.
	HE.8.P.8.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.
<b>HE.8.B: Eighth Grade Health Literacy Responsible Behavior</b>		
	HE.8.B.3: <i>Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.8.B.3.1	Analyze valid and reliable health services and the cost of products.
	HE.8.B.3.2	Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.
	HE.8.B.3.3	Recommend a variety of technologies to gather health information.
	HE.8.B.3.4	Determine situations when specific professional health services or providers may be required.
	HE.8.B.4: <i>Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.8.B.4.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.
	HE.8.B.4.3	Examine the possible causes of conflict among youth in schools and communities.
	HE.8.B.4.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.
	HE.8.B.5: <i>Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.8.B.5.1	Determine when health-related situations require the application of a thoughtful prepared plan of action.
	HE.8.B.5.2	Categorize healthy and unhealthy alternatives to health-related issues or problems.
	HE.8.B.5.3	Compile the potential outcomes of each option when making a health-related decision.

	HE.8.B.5.4	Distinguish when individual or collaborative decision-making is appropriate.
	HE.8.B.5.5	Evaluate the outcomes of a health-related decision.
	<b>HE.8.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</b>	
	HE.8.B.6.1	Assess personal health practices.
	HE.8.B.6.2	Design an individual goal to adopt, maintain, or improve a personal health practice.
	HE.8.B.6.3	Apply strategies and skills needed to attain a personal health goal.
	HE.8.B.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### **High School**

#### **HE.912.C: Grades 9-12 Health Literacy Concepts**

	<b>HE.912.C.1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
	HE.912.C.1.1	Predict how healthy behaviors can affect health status.
	HE.912.C.1.2	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
	HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
	HE.912.C.1.4	Propose strategies to reduce or prevent injuries and health problems.
	HE.912.C.1.5	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.
	HE.912.C.1.6	Evaluate the relationship between access to health care and health status.
	HE.912.C.1.7	Analyze how heredity and family history can impact personal health.
	HE.912.C.1.8	Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

	<i>HE.912.C.2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</i>	
	HE.912.C.2.1	Analyze how the family influences the health of individuals.
	HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
	HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
	HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
	HE.912.C.2.5	Evaluate the effect of media on personal and family health.
	HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
	HE.912.C.2.7	Analyze how culture supports and challenges health beliefs, practices, and behaviors.
	HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
	HE.912.C.2.9	Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
<i>HE.912.P: Grades 9-12 Health Literacy Promotion</i>		
	<i>HE.912.P.7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</i>	
	HE.912.P.7.1	Analyze the role of individual responsibility in enhancing health.
	HE.912.P.7.2	Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.
	<i>HE.912.P.8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.</i>	
	HE.912.P.8.1	Demonstrate how to influence and support others in making positive health choices.
	HE.912.P.8.2	Utilize current, accurate data/information to formulate a health-enhancing message.

	HE.912.P.8.3	Work cooperatively as an advocate for improving personal, family, and community health.
	HE.912.P.8.4	Adapt health messages and communication techniques to a specific target audience.
<b>HE.912.B: Grades 9-12 Health Literacy Responsible Behavior</b>		
	HE.912.B.3: <i>Accessing information - Demonstrate the ability to access valid health information, products, and services to enhance health.</i>	
	HE.912.B.3.1	Verify the validity of health information, products, and services.
	HE.912.B.3.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
	HE.912.B.3.3	Justify the validity of a variety of technologies to gather health information.
	HE.912.B.3.4	Justify when professional health services or providers may be required.
	HE.912.B.4: <i>Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.</i>	
	HE.912.B.4.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
	HE.912.B.4.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
	HE.912.B.4.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
	HE.912.B.4.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
	HE.912.B.5: <i>Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</i>	
	HE.912.B.5.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
	HE.912.B.5.2	Generate alternatives to health-related issues or problems.
	HE.912.B.5.3	Appraise the potential short-term and long-term outcomes of each alternative on self and others.

	HE.912.B.5.4	Assess whether individual or collaborative decision making is needed to make a healthy decision.
	HE.912.B.5.5	Examine barriers that can hinder healthy decision making.
	<i>HE.912.B.6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.</i>	
	HE.912.B.6.1	Evaluate personal health practices and overall health status to include all dimensions of health.
	HE.912.B.6.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
	HE.912.B.6.3	Implement strategies and monitor progress in achieving a personal health goal.
	HE.912.B.6.4	Formulate an effective long-term personal health plan.

PHYSICAL EDUCATION (PE) K-12		
Kindergarten		
PE.K.C: Kindergarten Cognitive Abilities		
	<i>PE.K.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.K.C.2.1	Recognize locomotor skills.
	PE.K.C.2.2	Recognize physical activities have safety rules and procedures.
	PE.K.C.2.3	Recognize technology can be utilized during physical activity.
	PE.K.C.2.4	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.
	PE.K.C.2.5	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.
	PE.K.C.2.6	Recite cues for a variety of movement patterns and skills.
	PE.K.C.2.7	Identify personal and general space.
	PE.K.C.2.8	Recognize movement concepts.
PE.K.L: Kindergarten Lifetime Fitness		
	<i>PE.K.L.3: Participate regularly in physical activity.</i>	
	PE.K.L.3.1	Identify a moderate physical activity.
	PE.K.L.3.2	Identify a vigorous physical activity.
	PE.K.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.K.L.3.4	Identify opportunities for involvement in physical activities after the school day.

	PE.K.L.3.5	Describe physical-activity goal-setting.
	PE.K.L.3.6	Identify the benefits of participating in physical activity.
	PE.K.L.3.7	Verbally state the search used before crossing a roadway.
	<i>PE.K.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.K.L.4.1	Identify the location of muscles that help the body perform specific physical activities.
	PE.K.L.4.2	Identify that the heart beats faster during more intense physical activity.
	PE.K.L.4.3	Identify activities that increase breathing and heart rate.
	PE.K.L.4.4	Identify a physiological sign of participating in physical activity.
	PE.K.L.4.5	Identify a benefit of flexibility.
	PE.K.L.4.6	Differentiate between healthy and unhealthy food choices.
<b>PE.K.M: Kindergarten Movement Competency</b>		
	<i>PE.K.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.K.M.1.1	Use a variety of locomotor skills to travel in personal and general space.
	PE.K.M.1.2	Strike objects using body parts forcefully.
	PE.K.M.1.3	Balance a lightweight object on a paddle/racket while moving.
	PE.K.M.1.4	Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.
	PE.K.M.1.5	Use two hands to bounce and catch a large playground ball.
	PE.K.M.1.6	Participate in a variety of introductory water skills.
	PE.K.M.1.7	Catch a variety of self-tossed objects.
	PE.K.M.1.8	Roll and throw a variety of objects using an underhand motion.
	PE.K.M.1.9	Throw a variety of objects forcefully using an overhand motion.
	PE.K.M.1.10	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
	PE.K.M.1.11	Balance on a variety of body parts.

	PE.K.M.1.12	Perform a variety of rolling actions.
	PE.K.M.1.13	Move in a variety of ways in relation to others.

**PE.K.R: Kindergarten Responsible Behaviors and Values**

	PE.K.R.5: <i>Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.K.R.5.1	Identify ways to cooperate with a partner during physical activity.
	PE.K.R.5.2	Use equipment safely and properly.
	PE.K.R.5.3	Identify ways to treat others with respect during physical activity.
	PE.K.R.6: <i>Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.K.R.6.1	Identify physical activities that are enjoyable.
	PE.K.R.6.2	Identify a benefit of willingly trying new movements and motor skills.
	PE.K.R.6.3	Identify the benefits of continuing to participate when not successful on the first try.

**1<sup>st</sup> Grade**

**PE.1.C: First Grade Cognitive Abilities**

	PE.1.C.2: <i>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.1.C.2.1	Identify the critical elements of locomotor skills.
	PE.1.C.2.2	Identify safety rules and procedures for teacher-selected physical activities.
	PE.1.C.2.3	Identify technology that can be utilized to enhance physical activity.

	PE.1.C.2.4	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.
	PE.1.C.2.5	Recognize the importance of practicing to improve performance.
	PE.1.C.2.6	Use skill cues to improve performance.
	PE.1.C.2.7	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.
	PE.1.C.2.8	Identify movement concepts.
	PE.1.C.2.9	Name examples of warm-up and cool-down exercises.

**PE.1.L: First Grade Lifetime Fitness**

	PE.1.L.3: <i>Participate regularly in physical activity.</i>	
	PE.1.L.3.1	Identify a moderate physical activity.
	PE.1.L.3.2	Identify a vigorous physical activity.
	PE.1.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.1.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.1.L.3.5	Set physical-activity goals.
	PE.1.L.3.6	Identify the health benefits of physical activity.
	PE.1.L.3.7	Identify edges, pedestrians, vehicles and traffic.

	PE.1.L.4: <i>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.1.L.4.1	Identify a benefit of strengthening muscles.
	PE.1.L.4.2	Identify the components of health-related physical fitness.
	PE.1.L.4.3	Identify the changes in heart rate before, during and after physical activity.
	PE.1.L.4.4	Identify the difference in the activity of the heart during rest and while physically active.
	PE.1.L.4.5	Discuss the physiological signs of physical activity.
	PE.1.L.4.6	Identify how to properly flex and extend body parts to promote flexibility.
	PE.1.L.4.7	Identify the food groups.

**PE.1.M: First Grade Movement Competency**

	<i>PE.1.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.1.M.1.1	Travel using various locomotor skills while changing directions, pathways and speeds.
	PE.1.M.1.2	Strike an object upward using body parts.
	PE.1.M.1.3	Strike a lightweight object upward continuously using a paddle/racket.
	PE.1.M.1.4	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.
	PE.1.M.1.5	Dribble an object with hands or feet while demonstrating control in general space.
	PE.1.M.1.6	Demonstrate a variety of basic water skills.
	PE.1.M.1.7	Move in different directions to catch a variety of self-tossed objects.
	PE.1.M.1.8	Demonstrate an underhand-throwing motion for accuracy using correct technique.
	PE.1.M.1.9	Demonstrate an overhand-throwing motion for distance using correct technique.
	PE.1.M.1.10	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
	PE.1.M.1.11	Demonstrate a sequence of a balance, a roll and a different balance.
	PE.1.M.1.12	Demonstrate the ability to take weight onto hands.
	PE.1.M.1.13	Chase, flee and dodge to avoid or catch others.
	PE.1.M.1.14	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment
<i>PE.1.R: First Grade Responsible Behaviors and Values</i>		
	<i>PE.1.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	

	PE.1.R.5.1	List a benefit resulting from cooperation and sharing during physical activity.
	PE.1.R.5.2	Use physical-activity space safely and properly.
	PE.1.R.5.3	Demonstrate consideration of others while participating in physical activity.
	<i>PE.1.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.1.R.6.1	Identify physical-activity preferences.
	PE.1.R.6.2	Identify feelings resulting from participation in physical activity.
	PE.1.R.6.3	Identify the benefits of learning new movement skills.
<b>2<sup>nd</sup> Grade</b>		
<i>PE.2.C: Second Grade Cognitive Abilities</i>		
	<i>PE.2.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.1.C.2.1	Describe the critical elements of locomotor skills.
	PE.1.C.2.2	Identify safety rules and procedures for selected physical activities.
	PE.1.C.2.3	Utilize technology to enhance experiences in physical education.
	PE.1.C.2.4	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
	PE.1.C.2.5	Explain how appropriate practice improves the performance of movement skills.
	PE.1.C.2.6	Apply teacher feedback to effect change in performance.

	PE.1.C.2.7	Describe movement concepts.
	PE.1.C.2.8	Explain the importance of warm-up and cool-down activities.
	PE.1.C.2.9	Define offense and defense.

**PE.2.L: Second Grade Lifetime Fitness**

	<i>PE.2.L.3: Participate regularly in physical activity.</i>	
	PE.2.L.3.1	Identify a moderate physical activity.
	PE.2.L.3.2	Identify a vigorous physical activity.
	PE.2.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.2.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.2.L.3.5	Set and meet physical-activity goals.
	PE.2.L.3.6	Identify how opportunities for participation in physical activities change during the seasons.
	PE.2.L.3.7	Identify healthful benefits that result from regular participation in physical activity.
	PE.2.L.3.8	Identify the proper crossing sequence.
	<i>PE.2.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness</i>	
	PE.2.L.4.1	Identify how muscular strength and endurance enhances performance in physical activities.
	PE.2.L.4.2	Discuss the components of health-related physical fitness.
	PE.2.L.4.3	Identify that a stronger heart muscle can pump more blood with each beat.
	PE.2.L.4.4	Identify why sustained physical activity causes an increased heart rate and heavy breathing
	PE.2.L.4.5	Identify the physiological signs of moderate to vigorous physical activity.

	PE.2.L.4.6	Identify benefits of participation in informal physical fitness assessment.
	PE.2.L.4.7	Identify appropriate stretching exercises.
	PE.2.L.4.8	Categorize food into food groups.
<b>PE.2.M: Second Grade Movement Competency</b>		
	PE.2.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.	
	PE.2.M.1.1	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
	PE.2.M.1.2	Strike an object continuously using body parts both upward and downward.
	PE.2.M.1.3	Strike an object continuously using a paddle/racket both upward and downward.
	PE.2.M.1.4	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
	PE.2.M.1.5	Dribble with hands and feet in various pathways, directions and speeds around stationary objects.
	PE.2.M.1.6	Perform a variety of fundamental aquatics skills.
	PE.2.M.1.7	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
	PE.2.M.1.8	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.
	PE.2.M.1.9	Perform one folk or line dance accurately.
	PE.2.M.1.10	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.
	PE.2.M.1.11	Perform at least one skill that requires the transfer of weight to hands.
	PE.2.M.1.12	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.

**PE.2.R: Second Grade Responsible Behaviors and Values**

	<i>PE.2.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.2.R.5.1	Identify ways to cooperate with others regardless of personal differences during physical activity.
	PE.2.R.5.2	List ways to safely handle physical-activity equipment.
	PE.2.R.5.3	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
	PE.2.R.5.4	Identify ways to successfully resolve conflicts with others.
	<i>PE.2.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.2.R.6.1	Identify ways to use physical activity to express feeling.
	PE.2.R.6.2	Discuss the relationship between skill competence and enjoyment.
	PE.2.R.6.3	Identify ways to contribute as a member of a cooperative group.

**3<sup>rd</sup> Grade**

**PE.3.C: Third Grade Cognitive Abilities**

	<i>PE.3.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.3.C.2.1	Identify the importance of purposeful movement and its impact on quality of performance.
	PE.3.C.2.2	Understand the importance of safety rules and procedures in all physical activities.
	PE.3.C.2.3	Understand that technology can be utilized to gather information about performance.
	PE.3.C.2.4	Identify and explain different items that can be used for assisting in a water-related emergency.
	PE.3.C.2.5	Explain how appropriate practice improves performance of movement skills.
	PE.3.C.2.6	Analyze peer performance and provide feedback.
	PE.3.C.2.7	Identify the reasons for warm-up and cool-down activities.
	PE.3.C.2.8	Describe basic offensive and defensive tactics.
<b>PE.3.L: Third Grade Lifetime Fitness</b>		

	PE.3.L.3: <i>Participate regularly in physical activity</i>	
	PE.3.L.3.1	Identify a moderate physical activity.
	PE.3.L.3.2	Identify a vigorous physical activity.
	PE.3.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.3.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.3.L.3.5	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
	PE.3.L.3.6	Identify lifestyle changes that can be made to increase the level of physical activity.
	PE.3.L.3.7	Differentiate between the correct and incorrect way to fit a bicycle helmet.
	PE.3.L.4: <i>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.3.L.4.1	Describe how muscular strength and endurance enhances performance in physical activities.
	PE.3.L.4.2	Describe the relationship between the heart and lungs during physical activity.
	PE.3.L.4.3	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
	PE.3.L.4.4	Match physical fitness assessment events to the associated fitness component.
	PE.3.L.4.5	Identify formal and informal physical fitness assessments.
	PE.3.L.4.6	Identify ways to safely stretch major muscle groups.
	PE.3.L.4.7	Read food labels for specific nutrition facts.
	PE.3.L.4.8	Identify the principles of physical fitness.
	PE.3.L.4.9	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
	PE.3.L.4.10	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.M: <i>Third Grade Movement Competency</i>		
	PE.3.M.1: <i>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.3.M.1.1	Apply locomotor skills in a variety of movement settings.

	PE.3.M.1.2	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
	PE.3.M.1.3	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.3.M.1.4	Strike both moving and stationary objects using a long-handled implement.
	PE.3.M.1.5	Maintain control while dribbling with hands or feet against a defender.
	PE.3.M.1.6	Demonstrate a combination of basic swim skills.
	PE.3.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
	PE.3.M.1.8	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
	PE.3.M.1.9	Perform a teacher-designed sequence using manipulatives.
	PE.3.M.1.10	Perform one dance accurately.
	PE.3.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
	PE.3.M.1.12	Continuously jump a self-turned rope.

*PE.3.R: Third Grade Responsible Behaviors and Values*

	PE.3.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.	
	PE.3.R.5.1	List ways to work cooperatively with peers of differing skill levels.
	PE.3.R.5.2	List ways to show respect for the views of a peer from a different cultural background.
	PE.3.R.5.3	Identify ways to take responsibility for his/her own behavior.
	PE.3.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
	PE.3.R.6.1	List personally challenging physical-activity experiences.
	PE.3.R.6.2	Describe ways to appreciate the good physical performance of others.
	PE.3.R.6.3	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.

**4<sup>th</sup> Grade**

**PE.4.C: Fourth Grade Cognitive Abilities**

	PE.4.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.	
	PE.4.C.2.1	Understand the importance of purposeful movement in a variety of movement settings.
	PE.4.C.2.2	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.
	PE.4.C.2.3	Use technology to gather information about performance.
	PE.4.C.2.4	Understand the importance of protecting parts of the body from the harmful rays of the sun.
	PE.4.C.2.5	Detect errors in personal movement patterns.
	PE.4.C.2.6	Compare and discuss skills/sports that use similar movement patterns.
	PE.4.C.2.7	Identify proper warm-up and cool-down techniques and the reasons for using them.
	PE.4.C.2.8	Identify the importance of hydration before, during and after physical activity.
	PE.4.C.2.9	Identify basic offensive and defensive tactics for modified invasion and net activities.

**PE.4.L: Fourth Grade Lifetime Fitness**

	PE.4.C.3: Participate regularly in physical activity	
	PE.4.L.3.1	Identify a moderate physical activity.
	PE.4.L.3.2	Identify a vigorous physical activity.
	PE.4.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.4.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.4.L.3.5	Implement at least one lifestyle behavior to increase physical activity.
	PE.4.L.3.6	Discuss the importance of wearing a bicycle helmet.
	PE.4.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.	

	PE.4.L.4.1	Identify the muscles being strengthened during the performance of specific activities.
	PE.4.L.4.2	Identify several activities related to each component of physical fitness.
	PE.4.L.4.3	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
	PE.4.L.4.4	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
	PE.4.L.4.5	Identify ways to participate in formal and informal physical fitness assessment.
	PE.4.L.4.6	Identify how specific stretches increase flexibility and reduce the chance of injury.
	PE.4.L.4.7	Understand appropriate serving size.
	PE.4.L.4.8	Explain the principles of physical fitness.
	PE.4.L.4.9	Develop short- and long-term fitness goals.
	PE.4.L.4.10	Describe ways that technology can assist in the pursuit of physical fitness.

**PE.4.M: Fourth Grade Movement Competency**

	PE.4.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.	
	PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
	PE.4.M.1.2	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.
	PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.4.M.1.4	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.
	PE.4.M.1.5	Dribble and pass to a moving partner.
	PE.4.M.1.6	Perform a variety of swim strokes.

	PE.4.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
	PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
	PE.4.M.1.9	Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
	PE.4.M.1.10	Perform two or more dances accurately.
	PE.4.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.
	PE.4.M.1.12	Run and hurdle a succession of low- to medium-level obstacles.

*PE.4.R: Fourth Grade Responsible Behaviors and Values*

	<i>PE.4.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.4.R.5.1	Discuss the influence of individual differences on participation in physical activities.
	PE.4.R.5.2	List ways to encourage others while refraining from insulting/negative statements.
	PE.4.R.5.3	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
	<i>PE.4.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.4.R.6.1	Discuss how physical activity can be a positive opportunity for social and group interaction.
	PE.4.R.6.2	Describe the connection between skill competence and enjoyment of physical activity.
	PE.4.R.6.3	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.
<b>5<sup>th</sup> Grade</b>		
<i>PE.5.C: Fifth Grade Cognitive Abilities</i>		

	<i>PE.5.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.5.C.2.1	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
	PE.5.C.2.2	Design or modify a game incorporating skills, rules and strategies.
	PE.5.C.2.3	Apply feedback gathered from the use of technology to assess and enhance performance.
	PE.5.C.2.4	Identify the different types of basic water- rescue techniques, using various types of items.
	PE.5.C.2.5	Detect, analyze and correct errors in personal movement patterns.
	PE.5.C.2.6	Compare and contrast skills/sports that use similar movement patterns and concepts.
	PE.5.C.2.7	Identify basic practice and conditioning principles that enhance performance.
	PE.5.C.2.8	Categorize basic offensive and defensive tactics for modified invasion and net activities.

*PE.5.L: Fifth Grade Lifetime Fitness*

	<i>PE.5.L.3: Participate regularly in physical activity</i>	
	PE.5.L.3.1	Identify a moderate physical activity.
	PE.5.L.3.2	Identify a vigorous physical activity.
	PE.5.L.3.3	Identify opportunities for involvement in physical activities during the school day.
	PE.5.L.3.4	Identify opportunities for involvement in physical activities after the school day.
	PE.5.L.3.5	Formulate a plan to increase the amount of time spent in physical activity.
	PE.5.L.3.6	Discuss lifestyle behaviors that can be made to increase physical activity.
	PE.5.L.3.7	Use technology to enhance regular participation in physical activities.

	PE.5.L.3.8	Discuss the importance of being visible, being predictable and communicating when cycling.
	PE.5.L.4: <i>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.</i>	
	PE.5.L.4.1	Differentiate between muscular strength and muscular endurance.
	PE.5.L.4.2	Identify activities that develop and maintain each component of physical fitness.
	PE.5.L.4.3	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
	PE.5.L.4.4	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
	PE.5.L.4.5	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
	PE.5.L.4.6	Plan a menu for a balanced meal.
	PE.5.L.4.7	Apply the principles of physical fitness to exercise.
	PE.5.L.4.8	Evaluate progress toward short- and long-term fitness goals.
	PE.5.L.4.9	Explain how technology can assist in the pursuit of physical fitness.
<b>PE.5.M: Fifth Grade Movement Competency</b>		
	PE.5.M.1: <i>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.5.M.1.1	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.
	PE.5.M.1.2	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.
	PE.5.M.1.3	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.5.M.1.4	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.
	PE.5.M.1.5	Apply dribbling skills in modified games, focusing on offensive strategies.
	PE.5.M.1.6	Demonstrate proficiency in one or more swim strokes.

	PE.5.M.1.7	Catch a variety of objects while traveling and being defended.
	PE.5.M.1.8	Throw a leading pass overhand to a moving partner using a variety of objects.
	PE.5.M.1.9	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
	PE.5.M.1.10	Perform a variety of dances accurately.
	PE.5.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.

**PE.5.R: Fifth Grade Responsible Behaviors and Values**

	PE.5.R.5: <i>Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.5.R.5.1	Describe a benefit of working productively with a partner to improve performance.
	PE.5.R.5.2	Describe ways to utilize equipment safely during physical activities.
	PE.5.R.5.3	Describe the influence of individual differences on participation in physical activities.
	PE.5.R.6: <i>Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.5.R.6.1	Describe how participation in physical activity is a source of self-expression and meaning.
	PE.5.R.6.2	Explain the benefits of physical activity.
	PE.5.R.6.3	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.

**6<sup>th</sup> Grade**

**PE.6.C: Sixth Grade Cognitive Abilities**

	PE.6.C.2: <i>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.6.C.2.1	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.

	PE.6.C.2.2	List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.
	PE.6.C.2.3	Describe how each of the health-related components of fitness are improved through the application of training principles.
	PE.6.C.2.4	Describe the long-term benefits of regular physical activity.
	PE.6.C.2.5	Describe the training principles of overload, progression and specificity.
	PE.6.C.2.6	Classify activities as aerobic or anaerobic.
	PE.6.C.2.7	Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.
	PE.6.C.2.8	List methods of monitoring intensity level during aerobic activity.
	PE.6.C.2.9	Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
	PE.6.C.2.10	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.
	PE.6.C.2.11	Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.
	PE.6.C.2.12	List the components of skill-related fitness
	PE.6.C.2.13	List appropriate warm-up and cool-down techniques and the reasons for using them.
	PE.6.C.2.14	List terminology and etiquette in educational gymnastics or dance.
	PE.6.C.2.15	Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.
	PE.6.C.2.16	Evaluate the movement performance of others.
	PE.6.C.2.17	Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.

	PE.6.C.2.18	List and describe the risks and safety procedures in gymnastics and dance.
	PE.6.C.2.19	Recognize the relationship between music and dance or gymnastics skills.
	PE.6.C.2.20	Know how improvisation is used to create movements for choreography.
	PE.6.C.2.21	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions.
	PE.6.C.2.22	List the three different types of heat illnesses associated with fluid loss.

**PE.6.L: Sixth Grade Lifetime Fitness**

	<i>PE.6.L.3: Participate regularly in physical activity</i>	
	PE.6.L.3.1	Participate in moderate physical activity on a daily basis.
	PE.6.L.3.2	Participate in vigorous physical activity on a daily basis.
	PE.6.L.3.3	Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.
	PE.6.L.3.4	Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
	PE.6.L.3.5	Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.
	PE.6.L.3.6	Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.
	<i>PE.6.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.6.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.
	PE.4.L.4.2	Develop goals and strategies for a personal physical fitness program.
	PE.4.L.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.

	PE.4.L.4.4	Develop a personal fitness program including a variety of physical activities.
	PE.4.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
<b>PE.6.M: Sixth Grade Movement Competency</b>		
	PE.6.M.1: <i>Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.6.M.1.1	Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.
	PE.6.M.1.2	Perform at least three different activities that achieve target heart rate.
	PE.6.M.1.3	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.
	PE.6.M.1.4	Perform at least three activities having value for cardiorespiratory fitness.
	PE.6.M.1.5	Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
	PE.6.M.1.6	Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.
	PE.6.M.1.7	Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.
	PE.6.M.1.8	Perform complex dance sequences from a variety of dances accurately and with correct technique.
	PE.6.M.1.9	Create and perform a rhythmic movement sequence while working with a partner or group.
	PE.6.M.1.10	Design and perform different group dance and rhythm sequences that incorporate equipment.
	PE.6.M.1.11	Apply proper warm-up and cool-down techniques.
	PE.6.M.1.12	Use proper safety practices.

	PE.6.M.1.13	Use technology to assess, enhance and maintain motor skill performance.
<b>PE.6.R: Sixth Grade Responsible Behaviors and Values</b>		
	PE.6.R.5: <i>Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.6.R.5.1	List ways that peer pressure can be positive and negative.
	PE.6.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	PE.6.R.5.3	Demonstrate responsible behaviors during physical activities.
	PE.6.R.5.4	Describe the personal, social and ethical behaviors that apply to specific physical activities.
	PE.6.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	PE.6.R.6: <i>Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.6.R.6.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.6.R.6.2	Identify the potential benefits of participation in a variety of physical activities.
	PE.6.R.6.3	Participate in games, sports and/or physical activities from other cultures.
<b>7<sup>th</sup> Grade</b>		
<b>PE.7.C: Seventh Grade Cognitive Abilities</b>		
	PE.7.C.2: <i>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.7.C.2.1	Identify the basic rules for team sports.
	PE.7.C.2.2	Identify the basic rules for outdoor pursuits/aquatics.

	PE.7.C.2.3	Explain basic offensive and defensive strategies in modified games or activities and team sports.
	PE.7.C.2.4	Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
	PE.7.C.2.5	Identify and explain different types of safety equipment and practices relating to water activities.
	PE.7.C.2.6	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
	PE.7.C.2.7	Identify the critical elements for successful performance of a variety of sport skills.
	PE.7.C.2.8	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
	PE.7.C.2.9	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.

*PE.7.L: Seventh Grade Lifetime Fitness*

	PE.7.C.3: <i>Participate regularly in physical activity.</i>	
	PE.7.L.3.1	Participate in moderate physical activity on a daily basis.
	PE.7.L.3.2	Participate in vigorous physical activity on a daily basis.
	PE.7.L.3.3	Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.
	PE.7.L.3.4	Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.
	PE.7.L.3.5	Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.
	PE.7.L.3.6	Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.
	PE.7.C.4: <i>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.7.C.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.
	PE.7.C.4.2	Develop goals and strategies for a personal physical fitness program.

	PE.7.C.4.3	Use available technology to assess, design and evaluate a personal physical-activity plan.
	PE.7.C.4.4	Develop a personal fitness program including a variety of physical activities.
	PE.7.C.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<b>PE.7.M: Seventh Grade Movement Competency</b>		
	PE.7.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.	
	PE.7.M.1.1	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
	PE.7.M.1.2	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
	PE.7.M.1.3	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
	PE.7.M.1.4	Demonstrate introductory outdoor pursuits skills.
	PE.7.M.1.5	Perform aquatics activities to improve or maintain health-related fitness.
	PE.7.M.1.6	Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.
	PE.7.M.1.7	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
	PE.7.M.1.8	Apply technology to evaluate, monitor and improve individual skill performance.
	PE.7.M.1.9	Demonstrate principles of biomechanics necessary for safe and successful performance.
<b>PE.7.R: Seventh Grade Responsible Behaviors and Values</b>		
	PE.7.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.	
	PE.7.R.5.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.
	PE.7.R.5.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
	PE.7.R.5.3	Demonstrate responsible behaviors during physical activities.

	PE.7.R.5.4	List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.
	PE.7.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	<i>PE.7.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.7.R.6.1	Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.7.R.6.2	Discuss the potential benefits of participation in a variety of physical activities.
	PE.7.R.6.3	Participate in games, sports and/or physical activities from other cultures.

### **8<sup>th</sup> Grade**

#### *PE.8.C: Eighth Grade Cognitive Abilities*

	<i>PE.8.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.8.C.2.1	Identify basic rules for individual/dual sports.
	PE.8.C.2.2	Identify basic rules for alternative/extreme sports activities.
	PE.8.C.2.3	Explain basic offensive and defensive strategies in individual/dual sports.
	PE.8.C.2.4	Explain basic offensive and defensive strategies in alternative/extreme sports activities.
	PE.8.C.2.5	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
	PE.8.C.2.6	Identify the critical elements for successful performance in a variety of sport skills or physical activities.
	PE.8.C.2.7	List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.
	PE.8.C.2.8	Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.

#### *PE.8.L: Eighth Grade Lifetime Fitness*

	<i>PE.8.L.3: Participate regularly in physical activity.</i>	
	PE.8.L.3.1	Participate in moderate physical activity on a daily basis.
	PE.8.L.3.2	Participate in vigorous physical activity on a daily basis.

	PE.8.L.3.3	Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.
	PE.8.L.3.4	Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.
	PE.8.L.3.5	Identify the community opportunities for participation in individual/dual and alternative/extreme sports.
	PE.8.L.3.6	Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.
	<i>PE.8.L.4: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.8.L.4.1	Create, implement and assess a personal fitness program in collaboration with a teacher.
	PE.8.L.4.2	Develop goals and strategies for a personal physical fitness program.
	PE.8.L.4.3	Use available technology to assess, design and evaluate a personal physical fitness program.
	PE.8.L.4.4	Develop a personal fitness program including a variety of physical activities.
	PE.8.L.4.5	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
	PE.8.L.4.6	Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<b>PE.8.M: Eight Grade Movement Competency</b>		
	<i>PE.8.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.</i>	
	PE.8.M.1.1	Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.
	PE.8.M.1.2	Demonstrate critical elements when striking with an object or implement.
	PE.8.M.1.3	Demonstrate body management for successful participation in a variety of modified games and activities.
	PE.8.M.1.4	Apply principles of biomechanics necessary for safe and successful performance.
	PE.8.M.1.5	Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.

	PE.8.M.1.6	Demonstrate offensive, defensive and transition strategies and tactics.
	PE.8.M.1.7	Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
	PE.8.M.1.8	Apply technology to evaluate, monitor and improve individual motor skills.
	PE.8.M.1.9	Select and utilize appropriate safety equipment.

**PE.8.R: Eighth Grade Responsible Behaviors and Values**

	<i>PE.8.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.8.R.5.1	List ways to act independently of peer pressure during physical activities.
	PE.8.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	PE.8.R.5.3	Demonstrate sportsmanship during game situations.
	PE.8.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
	PE.8.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	<i>PE.8.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.8.R.6.1	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.8.R.6.2	Describe the potential benefits of participation in a variety of physical activities.
	PE.8.R.6.3	Compare and contrast games, sports and/or physical activities from other cultures.
<b>High School</b>		
<b>PE.912.C: Grades 9-12 Cognitive Abilities</b>		
	<i>PE.912.C.2: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</i>	
	PE.912.C.2.1	Identify and describe the critical elements of a basic water rescue.

	PE.912.C.2.2	Apply terminology and etiquette in dance.
	PE.912.C.2.3	Analyze the movement performance of self and others.
	PE.912.C.2.4	Choreograph complex dance sequences individually, with a partner or in a small group.
	PE.912.C.2.5	Analyze the relationship between music and dance.
	PE.912.C.2.6	Compare and contrast the health-related benefits of various physical activities.
	PE.912.C.2.7	Evaluate the effectiveness of specific warm-up and cool-down activities.
	PE.912.C.2.8	Differentiate between the three different types of heat illnesses associated with fluid loss.
	PE.912.C.2.9	Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.
	PE.912.C.2.10	Analyze long-term benefits of regularly participating in physical activity.
	PE.912.C.2.11	Explain how each of the health-related components of fitness are improved through the application of training principles.
	PE.912.C.2.12	Compare and contrast aerobic versus anaerobic activities.
	PE.912.C.2.13	Document food intake, calories consumed and energy expended through physical activity and analyze the results.
	PE.912.C.2.14	Compare and contrast the skill-related components of fitness used in various physical activities.
	PE.912.C.2.15	Calculate individual target heart-rate zone and analyze how to adjust intensity level to stay within the desired range.
	PE.912.C.2.16	Explain the methods of monitoring levels of intensity during aerobic activity.
	PE.912.C.2.17	Assess physiological effects of exercise during and after physical activity.
	PE.912.C.2.18	Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.
	PE.912.C.2.19	Choreograph complex sequences individually, with a partner or in a small group.
	PE.912.C.2.20	Identify appropriate methods to resolve physical conflict.
	PE.912.C.2.21	Diagram, explain and justify the use of advanced offensive, defensive and transition strategies and tactics.
	PE.912.C.2.22	Explain the skill-related components of fitness and how they enhance performance levels.

	PE.912.C.2.23	Apply appropriate technology and analyze data to evaluate, monitor and/or improve performance.
	PE.912.C.2.24	Analyze the mechanical principles as they apply to specific course activities.
	PE.912.C.2.25	Analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities.
	PE.912.C.2.26	Evaluate skill patterns of self and/or partner by detecting and correcting mechanical errors.
	PE.912.C.2.27	Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities.
	PE.912.C.2.28	Interpret and apply the rules associated with specific course activities.

**PE.912.L: Grades 9-12 Lifetime Fitness**

	PE.912.L.3: <i>Participate regularly in physical activity.</i>	
	PE.912.L.3.1	Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education on five or more days of the week.
	PE.912.L.3.2	Participate in a variety of activities that promote the health-related components of fitness.
	PE.912.L.3.3	Identify a variety of activities that promote effective stress management.
	PE.912.L.3.4	Identify the in-school opportunities for participation in a variety of physical activities.
	PE.912.L.3.5	Identify the community opportunities for participation in a variety of physical activities.
	PE.912.L.3.6	Identify risks and safety factors that may affect physical activity throughout life.
	PE.912.L.4: <i>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</i>	
	PE.912.L.4.1	Design a personal fitness program.
	PE.912.L.4.2	Identify ways to self-assess and modify a personal fitness program.
	PE.912.L.4.3	Identify strategies for setting goals when developing a personal fitness program.
	PE.912.L.4.4	Use available technology to assess, design and evaluate a personal fitness program.
	PE.912.L.4.5	Apply the principles of training to personal fitness goals.

	PE.912.L.4.6	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
	PE.912.L.4.7	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

**PE.912.M: Grades 9-12 Movement Competency**

	PE.912.M.1: Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.	
	PE.912.M.1.1	Demonstrate critical elements of basic skills relating to aquatics.
	PE.912.M.1.2	Demonstrate proficiency in combination of motor skills related to aquatics.
	PE.912.M.1.3	Perform a basic water rescue, with or without equipment, without entering the water.
	PE.912.M.1.4	Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.
	PE.912.M.1.5	Apply strategies for self improvement based on individual strengths and needs.
	PE.912.M.1.6	Select appropriate music for dance forms and choreograph dance movements to music.
	PE.912.M.1.7	Perform advanced dance sequences from a variety of dances accurately.
	PE.912.M.1.8	Design and perform a creative movement sequence while working with a small or large group, with or without equipment/props.
	PE.912.M.1.9	Demonstrate complex skills and advanced rhythmic movements in dance.
	PE.912.M.1.10	Apply sport specific skills in simulation and in real-life applications.
	PE.912.M.1.11	Demonstrate competency in two or more extreme sports activities.
	PE.912.M.1.12	Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.
	PE.912.M.1.13	Perform a student-designed cardiorespiratory enhancing workout.
	PE.912.M.1.14	Utilize technology to assess, enhance and maintain health and skill-related fitness levels.
	PE.912.M.1.15	Select and apply sport/activity specific warm-up and cool-down techniques.
	PE.912.M.1.16	Apply the principles of training and conditioning to accommodate individual needs and strengths.

	PE.912.M.1.17	Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.
	PE.912.M.1.18	Demonstrate a variety of gymnastics skills with a level of control.
	PE.912.M.1.19	Use correct body alignment, strength, flexibility and coordination in the performance of technical movements.
	PE.912.M.1.20	Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.
	PE.912.M.1.21	Demonstrate the relationship between complex dance elements and rhythmic movements related to educational gymnastics skills and sequences.
	PE.912.M.1.22	Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports.
	PE.912.M.1.23	Demonstrate proficiency of critical elements when striking with objects, implements or body parts.
	PE.912.M.1.24	Apply a combination of complex movement patterns in a game setting.
	PE.912.M.1.25	Apply appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
	PE.912.M.1.26	Analyze and apply offensive, defensive and transition strategies and tactics to reflect a higher order of thinking.
	PE.912.M.1.27	Demonstrate proficiency in a variety of outdoor pursuit activities.
	PE.912.M.1.28	Apply strategies and tactics in a variety of outdoor pursuits.
	PE.912.M.1.29	Demonstrate proficiency in self-defense movement skills.
	PE.912.M.1.30	Combine and apply movement patterns from simple to complex.
	PE.912.M.1.31	Demonstrate advanced offensive, defensive and transition strategies and tactics.
	PE.912.M.1.32	Apply sport specific skills in a variety of game settings.
	PE.912.M.1.33	Practice complex motor activities in order to improve performance.
	PE.912.M.1.34	Demonstrate use of the mechanical principles as they apply to specific course activities.
	PE.912.M.1.35	Select proper equipment and apply all appropriate safety procedures necessary for participation.
<b>PE.912.R: Grades 9-12 Responsible Behaviors and Values</b>		

	<i>PE.912.R.5: Exhibit responsible personal and social behavior that respects self and others in physical-activity settings.</i>	
	PE.912.R.5.1	Describe ways to act independently of peer pressure during physical activities.
	PE.912.R.5.2	Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
	PE.912.R.5.3	Demonstrate sportsmanship during game situations.
	PE.912.R.5.4	Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities.
	PE.912.R.5.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
	<i>PE.912.R.6: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i>	
	PE.912.R.6.1	Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
	PE.912.R.6.2	Analyze physical activities from which benefits can be derived.
	PE.912.R.6.3	Analyze the roles of games, sports and/or physical activities in other cultures.