

# Health and Human Performance Curriculum

Ronan School District No. 30

Adopted April 2018

## Health Curriculum Review Team

Breanne Utgaard and Toni Sherman - School Health Specialist/Nurse  
Ryan Fisher - Pablo Elementary Principal  
Darci Nice - Pablo Physical Education Teacher  
Lorey Jackson - Pablo Elementary Classroom Teacher  
Eileen Robertson - Pablo Elementary Counselor  
Ted Madden - K. William Harvey Elementary Principal  
Dusti Smith - K. William Harvey Elementary Physical Education Teacher  
Tammy Young - K. William Harvey Elementary Counselor  
Matt Detwiler - K. William Harvey Elementary Teacher  
Sandra Beal - Ronan Middle School Principal  
Jennifer Cheff- Ronan Middle School Counselor  
Charla Lake - Ronan Middle School Classroom Teacher  
Teralynn Flink - -Ronan Middle School Teacher  
Steve Woll - Ronan Middle School Physical Education/Health Teacher  
Crystal Pitts - Ronan Middle School Physical Education/Health Teacher  
Kevin Kenelty - Ronan High School Principal  
David Myers - Ronan High School Counselor  
Shelly Buhr - Ronan High School Physical Education/Health Teacher  
Makenzy Kelch - Ronan High School Physical Education/Health Teacher  
Joan Graham - Curriculum Director

### Color Coding

Orange	Classroom Teachers
Black	PE/Health Teachers
Blue	Counselors
Purple	SRO Officers
Red	Nurse
Green	Family and Consumer Science Teachers (Grades 6-12)
Pink	All or more than one professional

## HEALTH EDUCATION STANDARD 1

**Comprehend concepts related to personal health promotion and disease prevention to enhance health.**

Performance indicators K-2

- Identify and explain how health behaviors affect personal health.
- Recognize that there are multiple dimensions of health such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.
- Describe some ways to prevent childhood communicable diseases.
- Describe common environmental factors that can affect health.
- Give examples of how to be safe at school and in the community.
- Identify ways to prevent and treat common childhood injuries.
- Describe why it is important to seek health care.
- Identify basic body systems and their function such as the circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous.

Performance Indicator	Kindergarten	Grade 1	Grade 2
<b>Identify and explain how health behaviors affect personal health.</b>	<ul style="list-style-type: none"> <li>•Identifies healthy food choices, e.g., apple versus candy bar.</li> <li>•Names healthful food groups.</li> <li>•Identifies MyPlate daily food amounts.</li> <li>•Explains why brushing/flossing teeth and getting the proper amount of</li> </ul>	<ul style="list-style-type: none"> <li>•Name foods that belong to each of the MyPlate food groups.</li> <li>•Identify the correct food group for a list of snacks.</li> <li>•Names each of the Dietary Guidelines.</li> <li>•Describes why brushing/flossing teeth is a</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies the correct food group for a list of foods.</li> <li>•Identifies ways each of the Dietary Guidelines helps health.</li> <li>•Identifies reasons for brushing/flossing teeth.</li> <li>•Explains the proper amounts of sleep, e.g., K-3rd grade</li> </ul>

	<p>sleep are healthy habits, e.g., prevent tooth decay, not grumpy.</p> <ul style="list-style-type: none"> <li>•Identifies that a healthy person exercises, eats well, sleeps adequately and goes to the doctor/dentist.</li> </ul> <p>healthy behaviors, e.g., using a seat belt, not smoking.</p>	<p>healthy behavior.</p> <ul style="list-style-type: none"> <li>•Describes why proper amount of sleep is important to health.</li> <li>•Describes why using a seat belt is a healthy behavior.</li> <li>•Describes why not smoking is a healthy behavior.</li> </ul>	<p>need 10 hours sleep, 4th grade and up need 9 hours.</p>
<p><b>Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.</b></p>	<p>Physical, mental/emotional, family/social)</p> <ul style="list-style-type: none"> <li>•Names body parts and their function.</li> <li>•Names and describes the five senses.</li> <li>•Names ways you grow and change.</li> <li>•Names various feelings, e.g., happy/sad, worried/excited, hot/cold, brave/scared.</li> <li>•Describes effect of stress on body, e.g., worry (bad), excitement (good).</li> <li>•Discusses ways to cope with feelings.</li> <li>•Describes ways people are different and alike.</li> <li>•Names rules for the games you play.</li> <li>•Describes what being a good</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies basic body systems (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous).</li> <li>•Explains how the five senses are used.</li> <li>•Names and explains a variety of feelings, e.g., if you make a mistake what feelings might you have and what can be done.</li> <li>•Describes ways people are unique in how they grow and learn.</li> <li>•Names safety rules for sports and games.</li> <li>•Explains how to be a good sport and play fair.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains the link between feelings and behaviors.</li> <li>•Describes behaviors that benefit physical and mental health.</li> <li>•Discusses what to do if you make a mistake.</li> <li>•Identifies stages of growth and development in childhood.</li> <li>•Identifies stages of growth and development during a life-span.</li> <li>• Names body systems and their function (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive and nervous).</li> <li>•Identifies safety rules for sports and games.</li> <li>•Explains why being a good sport is needed to have good</li> </ul>

	<p>sport is.</p> <ul style="list-style-type: none"> <li>•Names ways of being helpful to others.</li> </ul>		<p>character.</p>
<p><b>Describe some ways to prevent communicable and chronic diseases.</b></p>	<ul style="list-style-type: none"> <li>•Defines germ.</li> <li>•Names ways germs are spread.</li> <li>•Practices: <ul style="list-style-type: none"> <li>- Covering a cough</li> <li>- Sneezing into sleeve</li> <li>- Proper hand washing.</li> </ul> </li> <li>•Understands importance of regular exercise (prevent heart disease) and healthy nutrition (prevent diabetes).</li> </ul>	<ul style="list-style-type: none"> <li>•Describes symptoms and treatment for common childhood diseases, e.g., cold, flu, lice, pinkeye.</li> <li>•Lists ways to prevent germs from spreading.</li> <li>•Describes proper cough etiquette.</li> <li>•Describes how to sneeze into sleeve.</li> <li>•Describes the correct way to wash hands.</li> <li>•Names types of germs and tells how they spread.</li> <li>•Explains how healthy diet and exercise help prevent heart disease and diabetes.</li> <li>•Describes how to communicate when not feeling well.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to prevent communicable disease, e.g., flu/vaccine, cold with fever/stay home.</li> <li>•Explains reasons for covering cough.</li> <li>•Explains reasons for sneezing into sleeve.</li> <li>•Explains reasons for hand washing.</li> <li>•Discusses ways to prevent and treat heart disease and diabetes, e.g., exercising and healthy diet.</li> <li>•Understands non-communicable diseases cannot be passed from one person to another, e.g., cancer, heart disease, diabetes.</li> <li>•Identifies food safety practices, e.g., hand-washing before meals, clean lunch box, foods that need to be cooked/kept cold.</li> </ul>
<p><b>Describe common environmental factors that</b></p>	<ul style="list-style-type: none"> <li>•Name things that make it hard for people with</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies common causes of allergies and asthma.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies some causes of allergies.</li> </ul>

can affect health.	allergies/asthma to breathe.	<ul style="list-style-type: none"> <li>Names ways to help control asthma and allergies, e.g., if allergic to grass don't play on a recently mowed field</li> </ul>	<ul style="list-style-type: none"> <li>Identifies ways to manage allergies.</li> <li>Identifies asthma triggers, e.g., cold air.</li> <li>Identifies ways to treat asthma.</li> </ul>
Give examples of how to be safe at school and in the community.			
Identify ways to prevent and treat common childhood injuries.	Observes safety rules on playground.	<ul style="list-style-type: none"> <li>Describes safety rules for school/home.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies safety rules for school/home.</li> </ul>
Describe why it is important to seek health care.	<ul style="list-style-type: none"> <li>Names what a dentist, doctor or nurse does.</li> <li>Knows that an annual check-up can detect non-communicable diseases, e.g., diabetes.</li> <li>Knows that dental checkups can detect cavities, tooth problems.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a condition with a health professional, e.g., toothache-dentist, sore throat – doctor.</li> <li>Understands that annual health and dental checkups are necessary for good health.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the importance of an annual health check- up to detect non-communicable diseases, e.g., diabetes.</li> <li>Explains the importance of an annual dental check- up.</li> <li>Describes reasons for visiting an eye doctor.</li> </ul>

**Physical Education Standard 1**  
**Demonstrate competency in a variety of motor skills and movement patterns.**

<b>Locomotor</b>	Kindergarten	Grade 1	Grade 2
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<b>Hopping, galloping, running, sliding, skipping, leaping</b>	Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.	Hops, gallops, jogs and slides using a mature pattern.	Skips using a mature pattern.
<b>Jogging, running</b>			Runs with a mature pattern. Travels showing differentiation between jogging and sprinting
<b>Jumping and landing, horizontal</b>	Performs jumping/landing actions with balance.	Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.	Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings.
<b>Locomotor Jumping and landing, vertical</b>		Demonstrates two of the five critical elements for jumping and landing in a vertical plane.	Demonstrates four of the five critical elements for jumping and landing in a vertical plane.
<b>Dance</b>	Performs locomotor skills in response to teacher-led creative dance.	Combines locomotor and non-locomotor skills in a teacher-designed dance.	Performs a teacher/student-designed rhythmic activity with correct response to simple rhythms.
<b>Combinations</b>			
<b>Non-Locomotor Balance</b>	Maintains momentary stillness on different bases of support. Forms wide, narrow, curled and twisted body shapes.	Maintains stillness on different bases of support with different body shapes.	Balances on different bases of support, combining levels and shapes. Balances in an inverted position with stillness and

			supportive base.
<b>Weight Transfer</b>		Transfers weight from one body part to another in self-space in dance and gymnastics environments.	Transfers weight from feet to different body parts/bases of support for balances and/or travel
<b>Weight Transfer, rolling</b>	Rolls sideways in a narrow body shape.	Rolls with either a narrow or curled body shape.	Rolls in different directions with either a narrow or curled body shape.
<b>Curling &amp; stretching; Twisting &amp; bending</b>	Contrasts the actions of curling and stretching.	Demonstrates twisting, curling, bending and stretching actions.	Differentiates among twisting, curling, bending and stretching actions.
<b>Combinations</b>			Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics).
<b>Balance and weight transfers</b>			
<b>Manipulative Underhand throw</b>	Throws underhand with opposite foot forward.	Throws underhand, demonstrating two of the five critical elements of a mature pattern.	Throws underhand using a mature pattern
<b>Overarm throw</b>			Throws overarm demonstrating two of the five critical elements of a mature pattern.
<b>Manipulative</b>			

<b>Passing with hands</b>			
<b>Catching</b>	Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower	Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self-tossed/tossed by a skilled thrower.	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
<b>Dribbling/ball control with hands</b>	Dribbles a ball with one hand, attempting the second contact.	Dribbles continuously in self-space using the dominant hand.	Dribbles in self-space with preferred hand demonstrating a mature pattern. Dribbles using the dominant hand while walking in general space.
<b>Dribbling/ball control with feet</b>	Taps a ball using the inside of the foot, sending it forward.	Taps/dribbles a ball using the inside of the foot while walking in general space.	Dribbles with the feet in general space with control of ball and body.
<b>Passing and receiving with feet</b>			
<b>Dribbling in combination</b>			
<b>Kicking</b>	Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern	Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern.	Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern

<b>Kicking</b>			
<b>Volley Underhand</b>	Volleys a lightweight object (balloon), sending it upward.	Volleys an object with an open palm, sending it upward.	Volleys an object upward with consecutive hits.
<b>Volley, Overhand</b>			
<b>Striking, short implement</b>	Strikes a lightweight object with a paddle/short-handled racket	Strikes a ball with a short-handled implement, sending it upward	Strikes an object upward with a short-handled implement, using consecutive hits.
<b>Striking, long implement</b>			Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation.
<b>In combination with locomotor</b>			
<b>Jumping rope</b>	Executes a single jump with self-turned rope. Jumps a long rope with teacher-assisted turning.	Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to five times consecutively with teacher-assisted turning.	Jumps a self-turned rope consecutively forward and backward, with a mature pattern. Jumps a long rope five times consecutively with student turners
<b>Movement Concepts Dance</b>			Identify games, sports, or dances performed in other cultures
<b>Space</b>	Differentiates between movement in personal (self-space) and general	Moves in self-space and general space in response to designated beats/rhythms.	Combines locomotor skills in general space to a beat or rhythm.

	space. Moves in personal space to a rhythm.		
<b>Pathways, shapes, levels</b>	Travels in three different pathways.	Travels demonstrating low, middle and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).	<ul style="list-style-type: none"> <li>Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.</li> </ul>

**Health Education Standard 2:  
Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.**

Performance Indicators K-2

- Identify how the family and culture influence personal health practices and behaviors.
- Identify ways that peers influence behavior.
- Identify what the school can do to support personal health practices and behaviors.
- Describe how the media can influence health behaviors.
- Give examples of school or community policies that promote health and safety.

<b>Performance Indicator</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify how family and culture influence personal health practices and behaviors.</b>	<ul style="list-style-type: none"> <li>Names physical activities that the family can do together, e.g., hiking, biking, going for a walk, ice skating, skiing.</li> <li>Names family practices that promote health and safety,</li> </ul>	<ul style="list-style-type: none"> <li>Describes how a family member can model healthy behaviors, e.g., not smoking, exercising regularly, eating healthy.</li> <li>Discusses ways a family</li> </ul>	<ul style="list-style-type: none"> <li>Describes ways in which family members promote a healthy lifestyle.</li> <li>Discusses family rules for healthy behaviors, e.g., TV watching is limited.</li> </ul>

	<p>e.g., snack on fruits or vegetables, wash hands before meals, brush teeth after each meal, use seat belts, eat breakfast, eats meals together.</p> <ul style="list-style-type: none"> <li>•Describe family and influence of culture, e.g., adopted, live with grandparents, uncle/aunt or other guardian, biological parents, two moms or dads, a single parent and/or two households.</li> </ul>	<p>celebrates holidays and how it can impact health practices, e.g., only adults light fireworks on the 4th of July.</p> <ul style="list-style-type: none"> <li>•Describes how a family member prepares a healthy meal.</li> <li>•Recognizes that participating in a physical activity as a family helps promote health.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains ways that family members help one another stay healthy.</li> <li>•Describes the importance of family time to talk about responsible behaviors.</li> </ul>
<b>Identify ways that peers influence behavior</b>	<ul style="list-style-type: none"> <li>•Gives examples of good (positive) pressure and bad (negative) pressure.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes feelings surrounding positive pressure and negative pressure.</li> <li>•Assesses different situations and chooses actions to avoid trouble.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains positive and negative pressure.</li> <li>•Gives examples of how to say 'no'.</li> </ul>
<b>Identify what the school can do to support personal health practices and behaviors.</b>	<ul style="list-style-type: none"> <li>•Identifies healthy foods that are served by the school lunch program.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses how ads (e.g., jingles, rhymes) can influence food choices.</li> <li>•Knows why you need to check out ads.</li> <li>•Discusses what healthful entertainment is.</li> </ul>	<ul style="list-style-type: none"> <li>•Investigates food ads that influence food choices.</li> <li>•Compares reliable vs. unreliable ads.</li> <li>•Describes helpful ways to check out an ad.</li> <li>•Knows how to determine what is healthful entertainment, e.g., choosing a computer game.</li> </ul>
<b>Describe how the media can</b>	<ul style="list-style-type: none"> <li>•Names food ads that</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses how ads (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>•Investigates food ads that</li> </ul>

<p><b>influence health behaviors.</b></p>	<p>influence food choices, e.g., foods that promise friends, cereal and milk = grain and protein/healthy nutrition.</p> <ul style="list-style-type: none"> <li>•Tells what an ad is and is not.</li> <li>•Tells what healthful entertainment is.</li> </ul>	<p>jingles, rhymes) can influence food choices.</p> <ul style="list-style-type: none"> <li>•Knows why you need to check out ads.</li> <li>•Discusses what healthful entertainment is.</li> </ul>	<p>influence food choices.</p> <ul style="list-style-type: none"> <li>•Compares reliable vs. unreliable ads.</li> <li>•Describes helpful ways to check out an ad.</li> <li>•Knows how to determine what is healthful entertainment, e.g., choosing a computer game. Give examples of school or community policies that promote health and safety.</li> <li>•Names rules and purpose for rules on the school playground, in the cafeteria, in the hallways, in the classroom, on buses.</li> <li>•Explains</li> </ul>
<p><b>Give examples of school or community policies that promote health and safety.</b></p>	<ul style="list-style-type: none"> <li>•Names rules and purpose for rules on the school playground, in the cafeteria, in the hallways, in the classroom, on buses.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains school safety rules for the playground, cafeteria, hallway, classroom and while riding a bus.</li> </ul>	<ul style="list-style-type: none"> <li>•Models safety rules on the playground, cafeteria, hallway, classroom and while riding a bus.</li> </ul>

**Physical Education Standard 2**  
**Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Performance Indicator	Kindergarten	Grade 1	Grade 2
Movement Concepts	Travels in general space with	Differentiates between fast	Varies time and force with

<b>Speed, direction, force</b>	different speeds.	and slow speeds. Differentiates between strong and light force.	gradual increases and decreases.
<b>Speed, direction, force</b>			
<b>Alignment and muscle tension</b>			
<b>Strategies and Tactics</b>			

**Health Education Standard 3**  
**Demonstrate the ability to access valid information, products, and services to enhance health.**

Performance Indicators K-2

<ul style="list-style-type: none"> <li>• Identify trusted adults and professionals who can help promote health.</li> <li>• Identify ways to locate school and community health and safety resources.</li> </ul>			
Performance Indicator	Kindergarten	Grade 1	Grade 2
<b>Identify trusted adults and professionals who can help promote health.</b>	<ul style="list-style-type: none"> <li>•Describes the role of a variety of health care professionals in promoting health, e.g., dentist, eye doctor, counselor.</li> <li>•Explains ways the school nurse promotes health.</li> <li>•Explains why medical and dental checkups are needed.</li> <li>•Explains how the school</li> </ul>	<ul style="list-style-type: none"> <li>•Gives reliable examples of health and fitness information, e.g., doctor or teacher.</li> <li>•Describes roles of persons who assist in enhancing health, e.g., bus driver/keeping passengers safe.</li> <li>•Explains why doctors and other health professionals are</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies adults who they can discuss feelings with.</li> <li>•Describes the roles of health helpers in the community, e.g., a health enhancement teacher, fireman, policeman, lifeguard.</li> <li>•Explain the information found on a food label.</li> </ul>

	<p>nutrition staff helps students eat healthy.</p> <ul style="list-style-type: none"> <li>•Points to the food label on various foods.</li> <li>•Names types of medicine (over-the-counter vs. pharmaceutical).</li> <li>•Explains ways medicine can help people.</li> <li>•Names rules for taking medicine safely.</li> <li>•Names adults who can give medicine.</li> <li>•Names adults to tell if someone is using drugs in an unsafe way.</li> <li>•Names ways to find health facts.</li> <li>•Names safe and healthful products.</li> <li>•Recognizes the difference between an emergency and non-emergency situation.</li> <li>•Identifies how to call 911 in an emergency.</li> </ul>	<p>important to the community.</p> <ul style="list-style-type: none"> <li>•Names the facts found on food labels.</li> <li>•Tells what happens during a medical check-up.</li> <li>•Tells what happens during a dental checkup.</li> <li>•Tells what tools a doctor (stethoscope) or dentist (drill) uses.</li> <li>•Identifies ways medicine is used.</li> <li>•Identifies safety rules for using medicine.</li> <li>•Defines the word 'drug.'</li> <li>•Identifies various substances as drugs.</li> <li>•Names ways to find health facts.</li> <li>•Lists safe and healthy products family uses.</li> <li>•Explains the difference between an emergency and non-emergency situation.</li> <li>•Explains and demonstrates how to call 911.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains what to expect during a dental or medical exam.</li> <li>•Explains what happens during an eye exam and how to protect your vision.</li> <li>•Explains what happens during a hearing exam and how to protect your hearing.</li> <li>•Identifies safety rules for medicines.</li> <li>•Discusses warning labels.</li> <li>•Identifies safe ways to store medicine.</li> <li>•Explains harmful drugs and steps to help people using them.</li> <li>•Explains using health facts for health products.</li> <li>•Tells where to find safe and healthy products.</li> <li>•Explains how to make a 911 call.</li> <li>•Describes the difference between an emergency and non-emergency situation.</li> <li>•Describes what an emergency alert is, e.g., fire alarm, smoke alarm, CO2 detector.</li> </ul>
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<p><b>Identify ways to locate school and community health and safety resources.</b></p>	<ul style="list-style-type: none"> <li>•Tells which community helpers can help promote health, e.g., business partner, ear/nose/throat doctor, eye doctor, weatherman, counselor, faith leader, policeman, fireman.</li> <li>•Identifies school and community members who can help with safety procedures.</li> <li>•Identifies school and community members who could help when someone is being bullied.</li> <li>•Identifies three people to ask for help in an emergency situation at school.</li> <li>•Identifies three people to ask for help in an emergency situation at home.</li> </ul>	<ul style="list-style-type: none"> <li>•Names people in the school that can be helpful when feeling bullied, sad or hurt.</li> <li>•Names people from the community who would assist in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies adults and professionals who help to promote regular physical activity</li> <li>•Names people from the community who could help promote health, e.g., a school-wide clean-up project</li> </ul>
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**Physical Education Standard 3**  
 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Performance Indicators	Kindergarten	Grade 1	Grade 2
<p><b>Physical activity knowledge</b></p>	<p>Identifies active play opportunities outside health enhancement class.</p>	<p>Discusses the benefits of being active and exercising or playing.</p>	<p>Describes large-motor and/or manipulative physical activities for participation outside health enhancement class (e.g., before and after school, at</p>

			home, at the park, with friends, with the family).
<b>Engages in physical activity</b>	Actively participates in health enhancement class.	Actively engages in health enhancement class.	Actively engages in health enhancement class in response to instruction and practice.
<b>Fitness knowledge</b>	Practice warm-up and cool-down activities relative to vigorous physical activity.	Identifies warm-up and cool-down activities related to vigorous physical activity.	Describes warm-up and cool-down activities related to vigorous physical activity.
<b>Fitness knowledge</b>	Recognizes that physical activity causes physical changes. Recognizes that when you move fast, your heart beats faster and you breathe faster.	Understands that muscles grow stronger with physical activity. Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.	Uses own body as resistance (e.g., holds body in plank position, animal walks) <sup>4</sup> for developing strength. Identifies physical activities that contribute to fitness.
<b>Assessment and program planning</b>			
<b>Nutrition</b>	Recognizes that food provides energy for physical activity.	Differentiates between healthy and unhealthy foods	Recognizes the balance of good nutrition with physical activity

**Health Education Standard 4**  
**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks..**

Performance Standards K-2

- Identify healthy ways to express needs, wants, and feelings.

- Use listening skills to enhance health.
- Exhibit ways to respond in an unwanted, threatening, or dangerous situation.
- Express ways to tell a trusted adult if threatened or harmed.

Performance Indicators	Kindergarten	Grade 1	Grade 2
<p><b>Identify healthy ways to express needs, wants, and feelings.</b></p>	<ul style="list-style-type: none"> <li>•Defines feelings and emotions.</li> <li>•Name feelings.</li> <li>•Describes ways to express feelings in healthy ways.</li> <li>•Knows how to express feelings so as to not be hurtful.</li> <li>•Gives examples of how the body/face shows different emotions.</li> <li>•Describes ways to have friends, e.g., sharing, ask someone to join in a game.</li> <li>•Explains social skills and cooperation, e.g., takes turns.</li> <li>•Tells ways to show respect for friends.</li> <li>•Understands emotions and how they affect self and others.</li> <li>•Explains ways to be a responsible family member.</li> <li>•Name different kinds of families.</li> <li>•Name family changes and feelings that may go along with these changes.</li> <li>•Define conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows how to share feelings.</li> <li>•Explains things to do when angry or hurt.</li> <li>•Describes the importance of respect in getting along with others.</li> <li>•Explains needs and wants in appropriate ways, e.g., speaks calmly, does not whine or yell.</li> <li>•Describes benefits of having friends.</li> <li>•Discusses ways to show respect for others.</li> <li>•Names ways to be a good friend.</li> <li>•Describes how emotions can affect others.</li> <li>•Discusses how families are alike and different.</li> <li>•Identifies feelings related to changes in the family.</li> <li>•Gives examples of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies healthful ways to share feelings.</li> <li>•Describes ways to express feelings so as to prevent conflicts.</li> <li>•Explains how to care for and respect others.</li> <li>•Describes ways to create a healthful relationship.</li> <li>•Explains what it means to show respect and be polite.</li> <li>•Describes various ways to show respect.</li> <li>•Describes the actions of true friends, e.g., include others, don't spread rumors, speak positively about others.</li> <li>•Explains the impact of different emotions on others.</li> <li>•Identify ways families are alike and different.</li> <li>•Discuss feelings family members may have.</li> <li>•Identifies ways to keep from fighting.</li> </ul>

<b>Use listening skills to enhance health.</b>	<ul style="list-style-type: none"> <li>•Understands that listening is a respectful and caring behavior.</li> <li>•Understands listening can help prevent getting in trouble.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways listening is a respectful and caring behavior.</li> <li>•Describes how listening can help one not get in trouble.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains how listening will show respect for others.</li> <li>•Explains how listening can promote good behavior.</li> <li>•Shows how body language and eye contact can enhance communication.</li> <li>•Demonstrates techniques of effective listening.</li> </ul>

**Physical Education Standard 4**  
**Exhibit responsible personal and social behavior that respects self and others.**

<b>Performance Indicators</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Working with others</b>	Shares equipment and space with others.	Works independently with others in a variety of class environments (e.g., small and large groups).	Works independently with others in partner environments.
<b>Respecting others</b>	Recognize differences in ideas, cultures, and body types.	Discuss ways to accept another's ideas, cultural diversity and body types.	Recognize ways to accept another's ideas, cultural diversity and body types during games and physical activities.
<b>Rules and etiquette</b>	Recognizes the established protocol for class activities.	Exhibits the established protocols for class activities.	Recognizes the role of rules and etiquette in teacher-designed physical

			activities.
<b>Safety</b>	Follows teacher directions for safe participation and proper use of equipment with minimal reminders	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Works independently and safely in physical education. Works safely with physical education equipment.

**Health Education Standard 5**  
**Demonstrate the ability to use decision making skills to enhance health.**

Performance Indicators K-2

- Identify situations when a safety and health-related decision is needed.
- Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.
- Describe ways to solve safety and health-related issues or problems.
- Describe possible consequences of choices when making safety and health-related decisions.

Performance Indicator	Kindergarten	Grade 1	Grade 2
<b>Identify situations when a safety and health-related decision is needed.</b>	<ul style="list-style-type: none"> <li>•Give examples of decisions.</li> <li>•Tells what a wise decision is.</li> <li>•Gives examples of potential risky health situations at school, e.g., playground rules being broken.</li> <li>•Name situations in which conflicts occur with</li> </ul>	<ul style="list-style-type: none"> <li>•Names steps in making a wise decision, e.g., knowing consequences.</li> <li>•Describes instances where choices between healthy and risky behaviors are made.</li> <li>•Knows ways to prevent health-related problems, e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>•Explains ways to make a wise decision.</li> <li>•Describes what to do when frightened or scared.</li> <li>•Explains how to say 'no' to drugs and alcohol, playing with matches.</li> <li>•Demonstrates refusal skills.</li> </ul>

	<p>classmates.</p> <ul style="list-style-type: none"> <li>•Recognizes that honesty is important when talking to a trusted adult.</li> </ul>	<p>pollution (air, water, ground).</p> <ul style="list-style-type: none"> <li>•Demonstrates steps for making responsible decisions.</li> <li>•Describes how to get help from a parent or trusted adult when made to feel uncomfortable or unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates ability to say 'no' to friends suggesting risky situations.</li> </ul>
<p><b>Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.</b></p>	<ul style="list-style-type: none"> <li>•Identifies who to ask for help when ill at school.</li> <li>•Explains when someone should call 911.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies school personnel to assist with health-related problems, e.g., teacher, nurse, principal.</li> <li>•Identifies roles of various emergency workers in the community.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains what to do if someone is injured or ill.</li> <li>•Explains what to do if someone is being bullied</li> </ul>
<p><b>Describe ways to solve safety and health-related issues and problems.</b></p>	<ul style="list-style-type: none"> <li>•Identifies problems or challenges.</li> <li>•Identifies unsafe playground behavior.</li> <li>•Uses proper sneezing, coughing and hand washing technique to prevent germs from spreading.</li> </ul>	<ul style="list-style-type: none"> <li>•Names safety rules for pedestrians, bicyclists, bus riders.</li> <li>•Demonstrates proper sneezing, coughing and hand washing techniques to prevent the spread of germs.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains rules for a safe playground.</li> <li>•Explains safety rules for pedestrians, bicycles and bus riders.</li> <li>•Explains proper sneezing, coughing, and hand washing techniques to prevent the spread of germs.</li> </ul>
<p><b>Describe possible consequences of choices when making safety and health-related decisions.</b></p>	<ul style="list-style-type: none"> <li>•Understands that winter clothing protects from frost-bite.</li> <li>•Understands that sunscreen protects from sunburn.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes different ways of keeping the body safe from weather conditions.</li> <li>•Identifies what could happen from unsafe pedestrian,</li> </ul>	<ul style="list-style-type: none"> <li>•Explains why it is important to dress properly for various weather conditions.</li> <li>•Explains what could happen from unsafe pedestrian,</li> </ul>

		bicycling, or bus riding behaviors.	bicycling, or bus riding behaviors.
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**Physical Education Standard 5**  
**Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Performance Indicator	Kindergarten	Grade 1	Grade 2
<b>Health</b>	Understands that physical activity is important for good health.	Identifies physical activity as a component of good health	Describes the value of “good health balance.”
<b>Challenge</b>	Acknowledges that some physical activities are challenging or difficult.	Understands that challenges in physical activities can lead to success.	Compares physical activities that bring confidence and challenges.
<b>Self-expression/Enjoyment</b>	Identifies physical activities that are enjoyable. <sup>7</sup> Discusses the enjoyment of playing with friends.	Describes positive feelings that result from participating in physical activities. Discusses personal reasons for enjoying physical activities. (the “why”).	Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).
<b>Social Interaction</b>	Identifies physical activities that result in a positive personal experience while playing with friends.	Describes positive results gained from participating in physical activities with others.	Discusses positive results gained from participating in physical activities with others.

**Health Education Standard 6:**

**Demonstrate the ability to use goal-setting skills to enhance health.**

Performance Indicators K-2

- Identify short-term personal health goals and take action towards achieving goals.
- Identify who can help when assistance is needed to achieve a personal health goal.

Performance Indicator	Kindergarten	Grade 1	Grade 2
<b>Identify short-term personal health goals and take action towards achieving goals.</b>	<ul style="list-style-type: none"> <li>•Show how to make wise decisions with friends.</li> <li>•Name different ways to learn.</li> <li>•Names healthy habits.</li> <li>•Sets a goal to brush teeth three times a day.</li> <li>•Names ways to care for and keep body parts healthy.</li> <li>•Name and describe the five senses.</li> <li>•Tell ways to keep the brain healthy, e.g., proper sleep, exercise.</li> <li>•Tells what Dietary Guidelines are.</li> <li>•Sets a healthy food goal, e.g., snack on fruits and veggies.</li> <li>•Explains difference between sleep and rest.</li> <li>•Tells what secondhand smoke is.</li> <li>•Sets a goal to stay away from secondhand smoke.</li> <li>•Makes a health plan to not spread germs.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows how to make wise decisions with friends.</li> <li>•Explains different ways of learning needed by some people.</li> <li>•Describes healthy habits.</li> <li>•Identifies actions that would be useful in achieving a short-term personal health goal, e.g., schedule for brushing teeth.</li> <li>•Explains ways senses are used.</li> <li>•Describes ways to protect the senses.</li> <li>•Explains ways to care for bones and muscles, heart and lungs, stomach, and brain.</li> <li>•Explains how to protect the brain from injury.</li> <li>•Sets a goal to follow Dietary Guidelines.</li> <li>•Names ways sleep and rest help the mind and body.</li> <li>•Explains why secondhand</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses ways to be a good friend.</li> <li>•Demonstrates ability to say 'no' to friends suggesting risky situations.</li> <li>•Explains ways to get help learning.</li> <li>•Identifies healthy habits.</li> <li>•Identifies name and function for each body system.</li> <li>•Explains ways to strengthen bones and muscles.</li> <li>•Identifies ways to care for the heart and lungs, stomach, and brain.</li> <li>•Plans a meal that follows Dietary Guidelines.</li> <li>•Names ways to help sleep.</li> <li>•Names ways to help rest.</li> <li>•Identifies diseases linked to secondhand smoke.</li> <li>•Sets a goal to stay away from secondhand smoke.</li> <li>•Identifies different types of germs.</li> </ul>

	<ul style="list-style-type: none"> <li>•Names ways to prevent heart disease.</li> <li>•Names ways to prevent cancer, e.g., sunscreen.</li> <li>•Understands what noise pollution is.</li> <li>•Names ways to save energy and water.</li> <li>•Understands recycling.</li> <li>•Recognizes how home activities can influence fitness and healthy living.</li> </ul>	<p>smoke is harmful.</p> <ul style="list-style-type: none"> <li>•Sets a goal to stay away from secondhand smoke.</li> <li>•Names types of germs.</li> <li>•Makes a health plan to not spread germs among family members and friends.</li> <li>•Identifies foods and exercises that reduce the risk of heart disease.</li> <li>•Names healthful habits that help prevent cancer.</li> <li>•Makes a health plan to choose habits to prevent cancer.</li> <li>•Discusses kinds of noise pollution.</li> <li>•Discusses reasons to save energy and water.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to protect self from germs.</li> <li>•Describe habits that prevent heart disease, e.g., eat right, exercise.</li> <li>•Discusses health habits that reduce the risk of certain cancers.</li> <li>•Make a health plan to choose habits to prevent cancer.</li> <li>•Discusses reasons to keep noise at a safe level.</li> <li>•Makes health plan to keep noise at a safe level.</li> <li>•Discusses ways to save energy, water and other resources.</li> </ul>
<p><b>Identify short-term personal health goals and take action towards achieving goals.</b></p>		<ul style="list-style-type: none"> <li>•Lists things to recycle.</li> <li>•Understands daily health and fitness habits.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to encourage recycling.</li> <li>•Makes health plan to reuse items to save resources.</li> <li>•Describe safe ways to ride in a vehicle.</li> <li>•Describes safe limits on watching TV or playing computer games.</li> <li>•Summarizes daily activities and describes how they positively affect fitness and</li> </ul>

			healthy living. •Explains how daily activities can influence specific components of health-related fitness and healthy living.
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**Health Education Standard 7:**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Performance Indicators K-2

- Exhibit healthy behaviors toward self and others.
- Exhibit healthy practices and behaviors to maintain or improve personal health.
- Discuss behaviors that avoid or reduce health risks.

Performance Indicators	Kindergarten	Grade 1	Grade 2
<b>Exhibit healthy behaviors toward self and others.</b>	Demonstrates ways of listening to others with respect. •Identifies ways in which people are different and unique.	•Describes respectful listening behaviors. •Describes ways of treating others with respect.	•Discusses why it is important to listen to others with respect. •Explains why it is important to treat others with respect.
<b>Exhibit healthy practices and behaviors to maintain or improve personal health.</b>	•Names parts of health – physical, mental/emotional, and family/social.	Names ways to stay in good health. •Names ways to show good	•Names ways to stay healthy. •Explains ways of showing good character.

	<ul style="list-style-type: none"> <li>•Names ways to show good character.</li> <li>•Shows ways to be fair toward others.</li> <li>•Identifies what stress feels like to the body, e.g., worry or excitement.</li> <li>•Identifies ways to manage stress.</li> <li>•Names adults who can help with hard times.</li> <li>•Demonstrates correct technique for healthy practices, e.g., hand washing, brushing teeth.</li> <li>•Demonstrates healthy behaviors that prevent injuries, e.g., crossing a street safely, basic first-aid for bandaging a scrape.</li> <li>•Explains how to be a responsible family member.</li> <li>•Makes a plan that shows care for a family member.</li> <li>•Names foods for healthy meals and snacks.</li> <li>•Names good table manners.</li> <li>•Names ways to be neat and clean.</li> <li>•Shows correct posture.</li> <li>•Shows how to brush and floss teeth.</li> <li>•Understands the difference</li> </ul>	<ul style="list-style-type: none"> <li>character.</li> <li>•Shows ways to be fair and caring toward others.</li> <li>•Describes ways to cope with and manage stress, e.g., if a friend doesn't want to play any more (stress); invite someone else to play with you (cope).</li> <li>•Identifies signs of stress.</li> <li>•Explains ways to 'right a wrong.'</li> <li>•Demonstrates proper safety procedures, e.g., burning building/crawl; earthquake/duck under desk.</li> <li>•Identifies healthy snacks to eat.</li> <li>•Identifies exercise that will enhance heart and lungs.</li> <li>•Makes a health plan to help family members.</li> <li>•Names things that can be learned in a family.</li> <li>•Plans a healthy meal and snacks for one day.</li> <li>•Shows how to use good table manners.</li> <li>•Explains how eating correct serving sizes helps you have a healthful weight.</li> <li>•Names ways to be well-groomed.</li> <li>•Tells why you need good</li> </ul>	<ul style="list-style-type: none"> <li>•Shows ways to be fair, caring and respectful of others.</li> <li>•Describes stress and constructive ways to reduce it.</li> <li>•Tells what stress can do to the body.</li> <li>•Discusses what to do if you make a mistake.</li> <li>•Designs a meal based on MyPlate nutritional guidelines.</li> <li>•Role plays how to resist peer pressure to violate family or school rules.</li> <li>•Describes ways to prevent transmission of head lice.</li> <li>•Explains safe bicycling habits, e.g., wearing a helmet, walking bike to cross street.</li> <li>•Makes a plan to spend time with family members and share work.</li> <li>•Makes a grocery list of healthy snacks.</li> <li>•Identifies ways to avoid food-borne illness.</li> <li>•Discusses ways using table manners shows respect for others and keeps germs out of food.</li> <li>•Discusses ways to stay at a healthful weight.</li> <li>•Shows exercises to do for good posture.</li> </ul>
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	between sleep and rest.	posture. •Shows the correct way to brush and floss teeth. •Names ways sleep and rest help the mind and body.	•Demonstrates the correct way to brush and floss teeth. •Describes practices for good sleep.
<b>Exhibit healthy practices and behaviors to maintain or improve personal health.</b>	<ul style="list-style-type: none"> <li>•Names exercises that help improve health.</li> <li>•Names ways exercise helps health.</li> <li>•Shows exercises to warm up and cool down.</li> <li>•Tells of safe ways to exercise.</li> <li>•Lists sports safety equipment.</li> </ul>	<ul style="list-style-type: none"> <li>•Names ways fitness helps the mind and body.</li> <li>•Makes a health plan for fitness.</li> <li>•Shows exercises to warm up and cool down.</li> <li>•Identifies ways to stay safe during exercise.</li> <li>•Names rules for safe play of sports and games.</li> <li>•Describes how to play fair be a good sport.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains how heart health and muscle strength helps build fitness.</li> <li>•Explains how a warmup and cool down prevent injury.</li> <li>•Identify safety equipment that is worn for sports and exercise.</li> </ul>

**HEALTH EDUCATION STANDARD 8**  
**Demonstrate the ability to advocate for personal, family, and community health.**

Performance Indicators K-2

- Make requests to promote personal health.
- Identify ways to encourage others to make positive health choices.
- Describe health messages and communication techniques.
- Encourage peers to make positive health choices.

Performance Indicators	Kindergarten	Grade 1	Grade 2
<p><b>Make requests to promote personal health.</b></p>	<ul style="list-style-type: none"> <li>•Seeks assistance when choosing healthy snacks.</li> <li>•Asks for help when being teased or bullied at school.</li> <li>•Asks someone to pick up their litter.</li> <li>•Learns what a health record is.</li> <li>•Names school and community health helpers.</li> <li>•Tells what first aid is.</li> <li>•Explains basic health situations, e.g., how to stop a nosebleed, how to bandage a cut or scrape.</li> </ul>	<ul style="list-style-type: none"> <li>•Asks a parent or trusted adult to help make healthy eating choices.</li> <li>•Asks a parent to accompany them on a walk or physical activity that promotes health.</li> <li>•Asks someone to pick up their litter.</li> <li>•Explains why a parent or guardian might keep your health record.</li> <li>•Tells what various school and community health helpers do.</li> <li>•Discusses first aid for nosebleeds, cuts, bee stings and sunburn.</li> </ul>	<ul style="list-style-type: none"> <li>•Requests snacks and food that are healthy and nutritious.</li> <li>•Asks a parent to accompany them on a walk or physical activity that promotes health.</li> <li>•Asks others to pick up their litter.</li> <li>•Tells what might be in a health record (height/weight/allergies) and why the doctor talks about it with your parent or guardian.</li> <li>•Explains ways to cooperate with health helpers in the school and community.</li> <li>•Discusses first aid for nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns, blisters, objects in the eye, skin rashes from plants and sunburn.</li> </ul>
<p><b>Identify ways to encourage others to make positive health choices.</b></p>	<ul style="list-style-type: none"> <li>•Encourages classmates to ride safely in a car, e.g., use booster seat or wear a seat belt.</li> <li>•Reminds students to cover their cough and sneeze into their sleeve.</li> <li>•Names ways to stop pollution.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains ways to ride safely in a car, e.g., use booster seat or wear a seat belt.</li> <li>•Explains different types of pollution.</li> <li>•Explain ways litter and pollution hurt the environment.</li> <li>•Discuss the harmful effects of</li> </ul>	<ul style="list-style-type: none"> <li>•Describes why using a seat belt or booster seat is important for riding in a car safely.</li> <li>•Name ways to prevent land, water, air and noise pollution.</li> <li>•Designs a poster encouraging peers to avoid unhealthy</li> </ul>

	<ul style="list-style-type: none"> <li>•Defines what litter is.</li> <li>•Names ways to prevent littering.</li> <li>•Names ways to protect hearing from loud noises.</li> <li>•States safety rules for the school environment and community.</li> </ul>	<p>noise pollution.</p> <ul style="list-style-type: none"> <li>•Describes ways students can be respectful of each other and helpful to community members.</li> <li>•Asks a teacher for helpful suggestions when trying to resolve a conflict.</li> </ul>	<p>behaviors.</p> <ul style="list-style-type: none"> <li>•Role-play situations in which a bully or some harmful situation is reported.</li> <li>•Demonstrates ways in which to be helpful to others.</li> </ul>
<p><b>Identify ways to encourage others to make positive health choices.</b></p>	<ul style="list-style-type: none"> <li>•Understands what bullying is.</li> <li>•Shows how to help others.</li> <li>•Names ways to protect the environment.</li> <li>•Names ways to keep neighborhood friendly.</li> </ul>	<ul style="list-style-type: none"> <li>•Campaigns for ways to make your school a safer environment.</li> <li>•Explains ways to be helpful to others.</li> <li>•Shows (designs, draws, poster) how to protect the environment.</li> <li>•Name ways to demonstrate friendliness.</li> <li>•Names ways to be a good neighbor.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows (designs, draws, poster, pamphlet) how to protect the environment.</li> <li>•Explains how to keep environment friendly.</li> </ul>
<p><b>Describe health messages and communication techniques.</b></p>	<ul style="list-style-type: none"> <li>•Names health-related ads from newspapers, magazines, radio or TV.</li> <li>•Shows (draws, cuts out) health-related ads.</li> </ul>	<ul style="list-style-type: none"> <li>•Lists a variety of health messages from newspaper, magazine, radio or TV.</li> </ul>	<ul style="list-style-type: none"> <li>•Designs a poster with a health-related message.</li> </ul>

**HEALTH EDUCATION STANDARD 1**

**Comprehend concepts related to personal health promotion and disease prevention to enhance health.**

### Performance Indicators 3-5

- Explain the relationship between healthy behaviors and personal health
- Describe personal health-enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.
- Identify potential consequences of engaging in risky behaviors.
- Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.
- Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.
- Discuss ways environmental factors affect health.
- Describe ways in which safe and healthy school and community environments can promote personal health.
- Describe ways to prevent and treat common childhood injuries and health problems.
- Give examples of healthcare and their benefits, including the unique issues regarding American Indians and health care benefits.
- Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.

Performance Indicator	Grade 3	Grade 4	Grade 5
<b>Explain the relationship between healthy behaviors and personal health.</b>	<ul style="list-style-type: none"> <li>•Takes responsibility for health by describing the three parts of health.</li> <li>•Defines life skills.</li> <li>•Identifies links between healthy choices and being healthy, e.g., nutrition and health, tobacco/alcohol and harmful effects on the body.</li> <li>•Sets health goals and makes a plan to practice behaviors for a healthy mind e.g., proper amount of sleep, limited TV watching.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how total health reduces health risks.</li> <li>•Identifies life skills to improve health and wellness.</li> <li>•Describes the relationship between health behaviors and disease prevention, e.g., smoking and lung cancer.</li> <li>•Identifies risk factors and behaviors related to heart disease and heart related conditions,</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses life skills to practice to take responsibility for health and wellness.</li> <li>•Describes life skills to enhance health and wellness.</li> <li>•Describes relationships between personal health behaviors and individual wellbeing.</li> <li>•Describe the basic structure and function of the major human body systems, emphasizing growth and development.</li> </ul>

	<ul style="list-style-type: none"> <li>•Explains personal responsibility for practicing healthy life choices, e.g., choosing to drink water instead of a soda.</li> <li>•Gives examples of responsible personal health behaviors, e.g., getting nine hours of sleep.</li> </ul>		<ul style="list-style-type: none"> <li>•Identify common health problems, e.g., eyes, ears, teeth, skin, that should be detected and treated early.</li> <li>•Identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.</li> </ul>
<p><b>Describe personal health enhancing strategies the encompass substance abuse prevention, nutrition, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.</b></p>	<ul style="list-style-type: none"> <li>•Describes healthful meals and snacks.</li> <li>•Identifies habits that prevent heart disease.</li> <li>•Identifies habits that prevent cancer.</li> <li>•Discusses habits that prevent the spread of germs.</li> <li>•Practices a dental health plan.</li> <li>•Identifies safety rules for biking, walking, skating, and swimming.</li> </ul>	<ul style="list-style-type: none"> <li>•Follows current Dietary Guidelines by eating recommended dietary amounts of food.</li> <li>•Identifies the food label on various foods.</li> <li>•Chooses habits that reduce the risk of disease.</li> <li>•Names types of illegal drug use.</li> <li>•Demonstrates how to say 'no' to harmful drugs.</li> <li>•Discusses habits that prevent the spread of germs.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes how not to be involved in illegal drug use.</li> <li>•Describes the nutrition information on a food label.</li> <li>•Understands the difference between HIV and AIDS.</li> <li>•Describes the benefits of exercise to physical, mental and emotional health.</li> <li>•Uses resistance skills when appropriate.</li> </ul>
<p><b>Identify potential consequences of engaging in risky behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Identifies problems associated with unhealthy snacks or candy (e.g., dental cavities, empty calories).</li> <li>•Understands stress build-up can lead to anger, loneliness</li> </ul>	<ul style="list-style-type: none"> <li>•Shows (pictures, draws, posters) the signs, symptoms or effects of illegal drug use.</li> <li>•Describes the benefits of dental and physical exams.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes the relationship between healthy behaviors and personal health.</li> <li>•Explains the need for regular dental and physical exams.</li> <li>•Names consequences of</li> </ul>

	and frustration.		alcohol use, tobacco use and other illegal drug use. •Discusses practices that can result in the sharing of germs. (e.g., sharing a water bottle, sharing a needle for piercings).
<b>Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.</b>	<p>Understands emotions and how they affect self and others.</p> <ul style="list-style-type: none"> <li>•Discusses unhealthy attitudes that can lead to bullying.</li> <li>•Understands the structure and function of each of the following systems: muscular, skeletal, respiratory, circulatory, digestive and nervous.</li> <li>•Tells ways to care for muscles/bones, heart/lungs, digestive and nervous systems.</li> <li>•Lists signs that show you are growing.</li> <li>•Explains how the body grows.</li> <li>•Describes the impact of stress on multiple dimensions of health.</li> <li>•Gives examples of each dimension of health, e.g., anger, sadness and excitement are examples of</li> </ul>	<ul style="list-style-type: none"> <li>• Sets health goals and makes a plan to practice behaviors for a healthy mind.</li> <li>•Demonstrates appropriate emotional-response strategies, e.g., if someone yells, request that they stop; walk away.</li> <li>•Understands that put-downs and stereotypes are untrue, unfair and limiting.</li> <li>•Explains how body systems work together.</li> <li>•Discuss the structure and function of the following systems: skeletal, muscular, digestive, circulatory, respiratory, nervous and skin.</li> <li>•Discuss habits that keep bones strong, muscles strong and flexible, improve digestion and circulation, ease breathing, protect the brain and spinal cord, protect the skin.</li> <li>•Lists factors that affect</li> </ul>	<ul style="list-style-type: none"> <li>•Plans behaviors to practice for a healthy mind.</li> <li>•Sets health goals and makes a plan to practice behaviors for a healthy mind.</li> <li>•Applies a variety of emotional-response strategies, e.g., uses “I” statements, considers others’ point of view, and agrees to disagree.</li> <li>•Develops strategies and skills to promote personal hygiene.</li> <li>•Identifies the signs, symptoms, and risk factors for cancer, heart disease, obesity and diabetes.</li> <li>•Explain ways body systems work together.</li> <li>•Discuss the structure and function of the following systems: skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, endocrine, and urinary.</li> </ul>

	<p>emotional health.</p> <ul style="list-style-type: none"> <li>•Lists behaviors that contribute to intellectual, physical, emotional and social health.</li> <li>•Describes the long- and short-term effects of health choices on the multiple dimensions of health, e.g., avoiding foods high in sugar, fat, sodium; relationship between exercise and caloric intake on weight management.</li> <li>•Lists stages of the life cycle.</li> <li>•Understands how family factors affect health, e.g., understands when grandparent moves in, family members share increased workload.</li> <li>•Explains what makes you special.</li> <li>•Understands how the body's function and composition are affected by food consumption: <ul style="list-style-type: none"> <li>-identifies nutrients of a food group.</li> <li>-healthy food will result in more energy.</li> <li>-food labels provide important information about calories and nutrients.</li> </ul> </li> </ul>	<p>growth, e.g., nutrition, sleep, exercise.</p> <ul style="list-style-type: none"> <li>•Explains ways you change in infancy, childhood, adolescence, and adulthood.</li> <li>•Describes changes that occur in each stage of the life cycle.</li> <li>•Describes ways a family might influence the health of its members.</li> <li>•Explains what makes you unique.</li> <li>•Understands how the body's function and composition are affected by food consumption: <ul style="list-style-type: none"> <li>-recognizes protein and Vitamin D are nutrients in the dairy group.</li> <li>-explains how serving size impacts a healthy body.</li> <li>-explains information found on a food label (serving size, nutrients, fiber, calories).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Explains the importance of the endocrine system in regulating growth and development.</li> <li>•Understands hereditary factors affect growth, development and health.</li> <li>•Discusses ways you can expect to change in adolescence and adulthood.</li> <li>•Discusses health needs of family members during each stage of the life cycle.</li> <li>•Describes strategies to support healthy family/cultural habits on a personal level.</li> <li>•Describes activities in which families could cooperate.</li> <li>•Explains ways heredity makes you unique.</li> <li>•Discusses skills and talents that make you unique.</li> <li>•Analyzes how the body's function and composition are affected by food consumption: <ul style="list-style-type: none"> <li>-analyzes how nutrients support a healthy body (Vitamin A/vision, bone growth).</li> <li>-compares and contrasts food labels for nutrition information (granola bar vs. energy bar).</li> </ul> </li> <li>•Analyzes the impact of eating</li> </ul>
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			healthy on both physical and academic performance, e.g., sugar intake leads
<b>Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.</b>	<ul style="list-style-type: none"> <li>•Describes how to properly wash hands.</li> <li>•Discusses reasons for properly covering coughs and sneezes.</li> </ul>	<b>Understands how to self-care in case of a bloody nose or scraped skin.</b>	•Explains reasons for taking care of personal blood spills.
<b>Discuss ways environmental factors affect health.</b>	•Understands that poor air-quality affects outdoor activities.	•Describes why poor air-quality affects personal health.	•Explains how cold air inversions create poor air quality which can create breathing problems.
<b>Describe ways in which safe and healthy school and community environments can promote personal health.</b>	<ul style="list-style-type: none"> <li>•Gives examples of how friends can help each other make responsible decisions.</li> <li>•Describes respectful ways to communicate.</li> <li>•Discusses rules at school or in the community that keep you safe.</li> <li>•Explain what causes an asthma attack.</li> <li>•Lists common allergies.</li> <li>•Discusses ways to lessen allergens.</li> <li>•Understands that put-downs, name-calling and rumoring/gossiping are forms of bullying.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to maintain healthful friendships.</li> <li>•Describes the influence peers can have on character.</li> <li>•Describes how cultural factors affect health, e.g., prepare foods in a healthy manner.</li> <li>•Describes how environmental factors affect health, such as through breathing, ingesting or skin exposure.</li> <li>•Explains reasons for rules in the school or community that help keep you safe.</li> <li>•Describes causes of allergies and ways to reduce the risk of allergy attacks.</li> </ul>	<ul style="list-style-type: none"> <li>•Predicts negative and positive effects of peer pressure.</li> <li>•Applies actions to take when feeling left out, and initiates and maintains friendships.</li> <li>•Demonstrates respect for self and others.</li> <li>•Understands how environmental factors affect health.</li> <li>•Campaigns for rules in the school or community that help keep you safe.</li> <li>•Explains what asthma and allergies are and how to manage them.</li> <li>•Promotes anti-bullying events</li> </ul>

		<ul style="list-style-type: none"> <li>•Describes ways to reduce triggers for asthma.</li> <li>•Describes appropriate responses when dealing with harassment, bullying, intimidation and abuse.</li> </ul>	<p>and acceptance of others in the school or community.</p> <ul style="list-style-type: none"> <li>•Identifies the potential sources of environmental hazards.</li> </ul>
<p><b>Describe ways to prevent and treat common childhood injuries and health problems.</b></p>	<ul style="list-style-type: none"> <li>•Explains differences between communicable and non-communicable diseases</li> <li>•Understands how to prevent or reduce the risk of contracting a communicable disease.</li> <li>•Describes ways to prevent non-communicable disease.</li> <li>•Understands the role of the immune system.</li> <li>•Explains what HIV does to helper T-cells.</li> <li>•Names ways HIV is and is not spread.</li> <li>•Names universal precaution practices.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains differences between communicable and non-communicable diseases.</li> <li>•Understands how to prevent or reduce the risk of contracting a communicable disease, including HIV/AIDS.</li> <li>•Explains what HIV does to the immune system (body's defenses).</li> <li>•Explains how HIV leads to AIDS.</li> <li>•Lists ways HIV enters the body.</li> <li>•Lists ways to keep from getting HIV.</li> <li>•Describes the use of universal precautions.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains differences between communicable and non-communicable diseases.</li> <li>•Understands how to prevent or reduce the risk of contracting a communicable disease, including HIV/AIDS.</li> <li>•Discusses how HIV infection leads to AIDS.</li> <li>•Identifies ways HIV is and is not spread.</li> <li>•Identifies ways to prevent HIV infection.</li> <li>•Identifies some common communicable diseases and their treatments.</li> <li>•Explains how to follow universal precautions.</li> </ul>
<p><b>Describe ways to prevent and treat common childhood injuries and health problems.</b></p>	<p>Explains the importance of vaccines.</p> <ul style="list-style-type: none"> <li>•Knows the difference between virus and bacteria.</li> <li>•Understands the function of the immune system.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to prevent or reduce the risks of non-communicable diseases.</li> <li>•Describes what a vaccine does.</li> <li>•Knows the difference between</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to prevent or reduce the risks of non-communicable diseases.</li> <li>•Understands how to prevent or reduce the risks of non-communicable diseases.</li> </ul>

	<ul style="list-style-type: none"> <li>•Explains ways to keep germs out of foods and beverages.</li> <li>•Discusses ways to prevent injury during physical activity.</li> <li>•Explains how to treat flu, colds and strep throat.</li> <li>•Discusses how head lice and scabies are spread and treated.</li> <li>•Names ways to prevent foodborne illness.</li> </ul>	<ul style="list-style-type: none"> <li>virus and bacteria.</li> <li>•Explains function of the immune system.</li> <li>•Identify ways people may adversely react to foods.</li> <li>•Explain ways to prevent foodborne illness.</li> <li>•Discusses ways to prevent injury during physical activity.</li> <li>•Lists symptoms of communicable diseases.</li> <li>•Lists treatments for communicable diseases.</li> <li>•Lists the cause, symptoms and treatment for some common childhood illnesses.</li> <li>•Lists and discusses common chronic diseases.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes how family history can affect personal health.</li> <li>•Explains the importance of vaccines.</li> <li>•Knows the difference between virus and bacteria.</li> <li>•Explains function of the immune system.</li> <li>•Explains how pathogens can get into food.</li> <li>•Describes way to prevent the spread of germs when handling or preparing food.</li> <li>•Describes safety precautions to take before, during, and after a workout.</li> <li>•Explains how to prevent and treat muscle strain and sprains.</li> <li>•Defines chronic disease.</li> <li>•Knows the signs of some common chronic diseases and how their conditions are managed, e.g., diabetes, arthritis, epilepsy.</li> <li>•Designs a personal safety plan to reduce unintentional injuries that occur in the home, school and/or community.</li> </ul>
<p><b>Give examples of healthcare and their benefits, including</b></p>	<ul style="list-style-type: none"> <li>•Identifies potential dangers found at school, at home, or in</li> </ul>	<ul style="list-style-type: none"> <li>•Understands emergency situations and demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses why it is important to talk to a parent, counselor</li> </ul>

<p><b>the unique issues regarding American Indians and health care benefits.</b></p>	<p>the community and whom to call for assistance in case of an emergency.</p> <ul style="list-style-type: none"> <li>•Recognizes symptoms that might need treatment from a health care provider, e.g., fever, sore throat, toothache.</li> </ul>	<p>skills to respond appropriately and safely.</p> <ul style="list-style-type: none"> <li>•Understands emergencies can have mental/emotional, physical or social causes.</li> </ul>	<p>or other medical professional when constantly feeling sad, anxious or depressed.</p> <ul style="list-style-type: none"> <li>•Demonstrates proper procedures and basic first aid treatment, e.g., choking victim/Heimlich maneuver.</li> </ul>
<p><b>Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.</b></p>	<ul style="list-style-type: none"> <li>•Understands the structure and function of each of the following systems: muscular, skeletal, respiratory, circulatory, digestive and nervous.</li> <li>•Tells ways to care for muscles/bones, heart/lungs, digestive and nervous systems.</li> <li>•Lists signs that show you are growing.</li> <li>•Explains how the body grows.</li> </ul>	<p>Explains how body systems work together.</p> <ul style="list-style-type: none"> <li>•Discuss the structure and function of the following systems: skeletal, muscular, digestive, circulatory, respiratory, nervous and skin.</li> <li>•Discuss habits that keep bones strong, muscles strong and flexible, improve digestion and circulation, ease breathing, protect the brain and spinal cord, and protect the skin.</li> <li>•Lists factors that affect growth, e.g., nutrition, sleep, exercise.</li> <li>•Explains ways you change in infancy, childhood, adolescence, and adulthood.</li> <li>•Describes changes that occur in each stage of the life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>•Explain ways body systems work together.</li> <li>•Discuss the structure and function of the following systems: skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, endocrine, and urinary.</li> <li>•Explains the importance of the endocrine system in regulating growth and development.</li> <li>•Identifies parts of the male and female reproductive systems.</li> <li>•Understands body changes occurring during puberty; menstruation and hygiene needs.</li> <li>•Understands hereditary factors affect growth, development and health.</li> <li>•Discusses ways you can</li> </ul>

			expect to change in adolescence and adulthood.
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**Physical Education Standard 1**  
**Demonstrate competency in a variety of motor skills and movement patterns.**

Performance Indicators 3-5

Locomotor	Grade 3	Grade 4	Grade 5
<b>Hopping, galloping, running, sliding, skipping, leaping</b>	Leaps using a mature pattern	Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.	Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. Combines locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).
<b>Jogging, running</b>	Travels showing differentiation between sprinting and running.	Runs for distance using a mature pattern.	Uses appropriate pacing for a variety of running distances.
<b>Jumping and landing, horizontal</b>	Jumps and lands in the horizontal and vertical planes using a mature pattern.	Uses spring-and-step take-offs and landings specific to gymnastics.	Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice
<b>Jumping and landing, vertical</b>			

			tasks/game environments.
<b>Dance</b>	Performs teacher-selected and developmentally appropriate dance steps and movement patterns.	Combines locomotor movement patterns and dance steps to create and perform an original dance.	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.
<b>Combinations</b>	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation.	Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.	
<b>Non-Locomotor (Stability) Balance</b>	Balances on different bases of support, demonstrating muscle tension and extensions of free body parts.	Balances on different bases of support on apparatus, demonstrating levels and shapes.	Combines balance and transferring weight in a gymnastics sequence or dance with a partner.
<b>Non-Locomotor (Stability) Weight Transfer</b>	Transfers weight from feet to hands for momentary weight support.	Transfers weight from feet to hands varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). 1	Transfers weight in gymnastics and dance environments.
<b>Weight transfer, rolling</b>			
<b>Curling &amp; stretching; Twisting &amp; bending</b>	Moves into and out of gymnastics balances with curling, twisting and stretching actions.	Moves into and out of balances on apparatus with curling, twisting and stretching actions.	Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/game environments.
<b>Combinations</b>	Combines locomotor skills and	Combines locomotor and	Combines locomotor skills

	movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.	movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.	and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
<b>Balance and weight transfers</b>	Combine balance and weight transfers with movement concepts to create and perform a dance.	Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment/apparatus.	Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment/apparatus.
<b>Underhand throw</b>	Throws underhand to a partner or target with reasonable accuracy.		Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects.
<b>Overarm throw</b>	Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force.	Throws overarm using a mature pattern in non-dynamic environments. Throws overarm to a partner or at a target with accuracy at a reasonable distance.	Throws (both underhand and overarm) to a large target with accuracy.
<b>Passing with hands</b>		Throws to a moving partner with reasonable accuracy in a non-dynamic environment.	Throws with accuracy, both partners moving. Throws with reasonable accuracy in dynamic, small-sided practice tasks.
<b>Catching</b>	Catches a gently tossed hand-sized ball from a partner,	Catches a thrown ball above the head, at chest/waist level	Catches a batted ball above the head, at chest/waist level

	demonstrating four of the five critical elements of a mature pattern.	and below the waist using a mature pattern in a non-dynamic environment.	and along the ground using a mature pattern in a non-dynamic environment. Catches with accuracy, both partners moving. Catches with reasonable accuracy in dynamic, small-sided practice tasks.
<b>Dribbling/ball control with hands</b>	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.	Dribbles in self space with both the preferred and the non-preferred hand using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed	Combines hand dribbling with other skills during one-on-one practice tasks.
<b>Dribbling/ball control with feet</b>	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.	Dribbles with the foot in general space with control of ball and body while increasing and decreasing speed.	Combines foot dribbling with other skills in one-on-one practice tasks.
<b>Manipulative Passing and receiving with feet</b>	Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass.	Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment. Receives and passes a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.	Passes with the feet, using a mature, pattern, as both partners travel. Receives a pass with the feet, using a mature pattern, as both partners travel.

<b>Dribbling in combination</b>		Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting).	Hand/foot-dribbles with mature patterns in a variety of small-sided game forms.
<b>Kicking</b>	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each.	Kicks along the ground and in the air, and punts using mature patterns.	Demonstrates mature patterns in kicking and punting in small-sided practice task environments.
<b>Kicking</b>	Uses a continuous running approach and kicks a stationary ball for accuracy.		
<b>Volley, underhand</b>	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating three of the five critical elements of a mature pattern.	Underhand volleys, using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).	
<b>Volley, overhead</b>		Strikes/volleys with a two-hand overhead pattern, sending a ball upward while demonstrating four of the five critical elements of a mature pattern.	Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target.

<b>Striking, short implement</b>	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern.	Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
<b>Striking, long implement</b>	Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement (e.g., hockey stick, bat, golf club). Note: Use batting tee or ball tossed by teacher for batting.	Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis/badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).	Strikes a pitched ball with a bat using a mature pattern. Combines striking with a long implement with receiving and traveling skills in a small-sided game.
<b>In combination with locomotor</b>		Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice task environments.	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball).
<b>Jumping rope</b>	Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes.	Creates a jump-rope routine with either a short or long rope.	Creates a jump-rope routine with a partner, using either a short or long rope.

<b>Dance</b>	Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.	Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.	Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.
<b>Space</b>	Recognizes the concept of open spaces in a movement context.	Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling). Applies the concept of closing spaces in small-sided practice tasks. Dribbles in general space with changes in direction and speed.	Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments.
<b>Movement Concepts</b> Pathways, shapes, levels	Recognizes locomotor skills specific to a wide variety of physical activities.	Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.	Combines movement concepts with skills in small-sided practice tasks/game environments, gymnastics and dance with self-direction.

**Health Education Standard 2**  
**Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Performance Indicators 3-5

- Examine how family and culture influence personal health practices and behaviors.

- Identify how peers can influence healthy and unhealthy behaviors.
- Describe how the school, tribe, and community can support personal health practices and behaviors.
- Explain how media influences thoughts, feelings, and health behaviors.
- Discuss ways that technology can influence personal health.
- Explain how school, public and tribal health policies can influence health promotion and disease prevention.

Performance Indicators	Grade 3	Grade 4	Grade 5
<p><b>Examine how family and culture influence personal health practices and behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Explains what it means to be a family.</li> <li>•Lists ways to be a responsible family member.</li> <li>•Tells ways family members influence health choices and/or practices:               <ul style="list-style-type: none"> <li>-recognize the role that a parent/guardian plays in caring for a child.</li> <li>-discuss importance of family activities related to wellness, e.g., dental visits, exercise, good nutrition.</li> </ul> </li> <li>•Tells how various cultural practices influence health.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains reasons for being close to family members.</li> <li>•Describes ways a family influences health.</li> <li>•Describes ways that family members help one another.</li> <li>•Describes how cultural factors affect health.</li> <li>•Identifies the health impact of eating/drinking habits associated with particular social events, e.g., holidays, tribal celebrations, sporting events.</li> <li>•Determines the nutritional values of foods from other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies actions that help make family relationships strong.</li> <li>•Describes ways a family might influence the health of its members.</li> <li>•Describes activities in which families could cooperate.</li> <li>•Identifies personal health risk factors based on family history and lifestyle behavior.</li> <li>•Describes ways a culture might influence health practices and behaviors.</li> <li>•Describes the health impact of eating/drinking habits associated with particular social events, e.g., holidays, tribal celebrations, sporting events.</li> <li>•Researches nutritional values of various foods from other cultures.</li> </ul>
<p><b>Identify how peers can</b></p>	<ul style="list-style-type: none"> <li>•Describes examples of</li> </ul>	<ul style="list-style-type: none"> <li>•Explain ways peers may</li> </ul>	<ul style="list-style-type: none"> <li>•Differentiates between actual</li> </ul>

<p><b>influence healthy and unhealthy behaviors.</b></p>	<p>positive and negative peer pressure.  <ul style="list-style-type: none"> <li>•Describe methods of handling teasing and harassment.</li> </ul> </p>	<p>influence healthy and unhealthy behaviors.  <ul style="list-style-type: none"> <li>•Identifies ways to prevent teasing and harassment.</li> </ul> </p>	<p>and perceived peer pressure.  <ul style="list-style-type: none"> <li>•Discusses ways peers may influence healthy and unhealthy behaviors.</li> <li>•Promotes activities targeted to prevent teasing and harassment.</li> </ul> </p>
<p><b>Describe how the school, tribe and community can support personal health practices and behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Describes different kinds of healthy community activities, e.g., wearing your seatbelt.</li> <li>•Identifies the nutritional value of a school lunch menu.</li> <li>•Understands how positive health behaviors contribute to a healthy environment.</li> <li>•Names ways of recycling.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains how to choose healthy entertainment.</li> <li>•Identifies ways to prevent the spread of communicable disease in the community, e.g., hygiene, vaccines, quarantine.</li> <li>•Compares and contrasts the nutritional value of food from various places, e.g., home, fast food, school prepared.</li> <li>•Identifies a recycling program in the home, school, and community.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes how to make responsible entertainment choices.</li> <li>•Lends support to school and community efforts to improve nutritional value of food selections.</li> <li>•Identifies places in the community designated as a non-smoking environment and list the positive health influence of this designation.</li> <li>•Identifies and participates in a recycling program in the home, school, and community.</li> </ul>
<p><b>Explain how media influences thoughts, feelings and health behaviors.</b></p>	<p>Identifies influences on food choices by checking out food ads, e.g., check out a fast food ad.</p> <ul style="list-style-type: none"> <li>•Works on skills to prevent eating disorders, i.e., I will accept the way my body changes as I grow.</li> <li>•Explains ways ads try to get</li> </ul>	<ul style="list-style-type: none"> <li>•Lists media influences that most impact student's consumer decisions, e.g., commercials, movies, books, music.</li> <li>•Predicts the outcome if more people watched less TV and engages in a regular exercise program.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies and evaluates influences on food choices, e.g., check out food ads in magazines.</li> <li>•Identifies things that influence body image.</li> <li>•Describes causes, signs, and treatment of eating disorders.</li> <li>•Identifies ways tobacco ads</li> </ul>

	<p>people to use tobacco.</p> <ul style="list-style-type: none"> <li>•Explains ways to analyze the influence of commercials for health products.</li> <li>•Analyzes a TV show to determine if it is a healthful influence.</li> <li>•Determines target audiences for specific media and advertisements.</li> <li>•Identifies consumer influences.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies appeals found in food ads, e.g., check out a pizza ad.</li> <li>•Tells ways to have a positive body image.</li> <li>•Discusses the appeals found in ads for cigarettes.</li> <li>•Discusses ways to analyze the influence of advertisements and commercials.</li> <li>•Explains the purpose of advertisements and commercials.</li> <li>•Analyzes a computer game to determine if it is a healthful influence.</li> <li>•Tells ways TV influences have on body image.</li> </ul>	<p>might influence health.</p> <ul style="list-style-type: none"> <li>•Analyzes the influence of technology on health and health care.</li> <li>•Analyzes a magazine to determine if it is a healthful influence.</li> <li>•Explores the various ‘images’ portrayed by celebrities and their impact on consumer health behavior</li> </ul>
<p><b>Describe ways that technology can influence health.</b></p>	<ul style="list-style-type: none"> <li>•Uses a pedometer to track distance walked.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses a pedometer or heart rate monitor to measure health goals.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes how a pedometer or heart rate monitor could influence physical activity levels.</li> </ul>
<p><b>Explain how school, public and tribal health policies can influence health promotion and disease prevention.</b></p>	<ul style="list-style-type: none"> <li>•Understands that school policies prohibit unhealthy behaviors from being advertised (e.g., tobacco, alcohol).</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses reasons why smoking ads on TV are prohibited.</li> </ul>	<ul style="list-style-type: none"> <li>•Understands what the Montana Clean Indoor Air Act says.</li> <li>•Locates vending machines and determines whether only healthy snacks and drinks are for sale.</li> </ul>

**Physical Education Standard 2**

**Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Performance Indicators 3-5

Performance Indicator	Grade 3	Grade 4	Grade 5
<b>Movement Concepts Speed, direction, force</b>	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.	Applies the movement concepts of speed, endurance and pacing for running.	Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handled implement.
<b>Movement Concepts Speed, direction, force</b>		Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.	Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance and gymnastics.
<b>Movement Concepts Alignment and muscle tension</b>	Employs the concept of alignment in gymnastics and dance. Employs the concept of muscle tension with balance in gymnastics and dance.		
<b>Movement Concepts Strategies and Tactics</b>	Applies simple strategies/tactics in chasing activities. Applies simple strategies in fleeing activities.	Applies simple offensive strategies/tactics in chasing and fleeing activities.  Applies simple defensive	Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks. Applies basic offensive and

		<p>strategies/tactics in chasing and fleeing activities.</p> <p>Recognizes the type of kicks needed for different games/sports situations.</p>	<p>defensive strategies/tactics in net/wall small-sided practice tasks.</p> <p>Recognizes the type of throw, volley or striking action needed for different games/sports situations.</p>
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**Health Education Standard 3**  
**Demonstrate the ability to access valid information, products, and services to enhance health.**

Performance Indicators 3-5

<ul style="list-style-type: none"> <li>• Identify characteristics of valid health information, products, and services.</li> <li>• Locate resources from home, school, tribe, and community that provide valid health information.</li> </ul>			
Performance Indicators	Grade 3	Grade 4	Grade 5
<p><b>Identify characteristics of valid health information, products and services.</b></p>	<ul style="list-style-type: none"> <li>•Tells what facts are found on food labels.</li> <li>•Understands the sequence of ingredients included on a food label.</li> <li>•Understands the importance</li> </ul>	<ul style="list-style-type: none"> <li>•Explains reasons to read food labels.</li> <li>•Explains the importance of ingredient sequence on a food label.</li> <li>•Explains qualities of a</li> </ul>	<ul style="list-style-type: none"> <li>•Describes what information is on a food label.</li> <li>•Describes the importance of ingredient sequence on a food label.</li> <li>•Compares and contrasts</li> </ul>

	<p>of labels found on common items in a medicine cabinet.</p> <ul style="list-style-type: none"> <li>•Names products that are commonly used for grooming, e.g., skin, hair, nails.</li> <li>•Lists safety equipment for physical activities.</li> <li>•List ways medicines can help with health.</li> <li>•Explain how prescription and over-the-counter (OTC) drugs differ.</li> <li>•Lists safety rules to follow when using medicines.</li> <li>•Describes ways to be a responsible consumer.</li> <li>•Names safe and healthful products consumers buy.</li> <li>•Describes characteristics of valid sources of health information available on the Internet.</li> <li>•Collects and compares health information from the labels of common household items.</li> </ul>	<p>healthful grooming product, e.g., skin, hair, nails.</p> <ul style="list-style-type: none"> <li>•Describes ways to determine the safety equipment you need for physical activity.</li> <li>•Lists safety rules for taking prescription drugs.</li> <li>•Names safety rules for taking OTC drugs.</li> <li>•Lists health products.</li> <li>•Describes how to make responsible choices about health care products and services.</li> <li>•Discusses health-related products that are available to promote a healthier individual.</li> <li>•Analyze the impact of local health services on community health.</li> </ul>	<p>various grooming products, e.g., skin, hair, nails.</p> <ul style="list-style-type: none"> <li>•Lists factors to consider when you choose safety equipment.</li> <li>•Describes the differences among drugs, medicine, prescription medicine, OTC medicine, and illegal drugs.</li> <li>•Lists important safety precautions involved with taking medicines.</li> <li>•Identifies and discusses health care products and services.</li> <li>•Describes how to make responsible choices about health care products and services.</li> <li>•Explains how government and private groups help protect consumers.</li> <li>•Examines valid hygiene products and services that promote a healthier individual.</li> <li>•Distinguish between accurate and inaccurate health information regarding proper weight management techniques.</li> <li>•Uses reliable sources of health and fitness information, e.g., pedometers.</li> <li>•Analyzes hidden messages in</li> </ul>
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			<p>advertising of health products.</p> <ul style="list-style-type: none"> <li>•Analyzes marketing strategies on health and fitness, e.g., healthy foods on top shelf/sugary foods at eye level in store.</li> </ul>
<p><b>Locate resources from home, school, tribe, and community that provide valid health information.</b></p>	<ul style="list-style-type: none"> <li>•Explains why regular checkups are needed.</li> <li>•Explains the importance of medical, dental and vision exams.</li> <li>•Explains how someone who uses drugs in harmful ways can be helped.</li> <li>•Identifies ways to get health information.</li> <li>•Lists items that belong in a first-aid kit.</li> <li>•Discusses steps to follow when helping an injured person.</li> <li>•Lists family members, school personnel, and community leaders (health experts, legal and medical professionals, business men and women, volunteer groups, service agencies and civic groups) that are good resources of valid health information.</li> <li>•Identify sources for accurate information about how to</li> </ul>	<ul style="list-style-type: none"> <li>•Lists the role of each member of a health care team.</li> <li>•Describes types of help available for someone who has a drinking problem.</li> <li>•Describes ways that help someone quit tobacco use.</li> <li>•Describes ways to get help for someone who abuses drugs.</li> <li>•Lists sources of health information.</li> <li>•Locates valid health resources when given a specific health topic to research.</li> <li>•Describes how to put together a first-aid kit with a parent or guardian.</li> <li>•Explains steps to follow for an emergency or emergency alert.</li> <li>•Analyzes the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness.</li> </ul>	<p>Lists kinds of checkups, who does what, and what each includes.</p> <ul style="list-style-type: none"> <li>•Lists the kinds of help available for people who abuse drugs.</li> <li>•Identifies places that offer smoking cessation programs.</li> <li>•Discusses recovery programs.</li> <li>•Discusses sources of health information.</li> <li>•Discusses valid health resources when given a specific health topic to research.</li> <li>•Explains places where a first-aid kit should be kept.</li> <li>•Discusses ways to be prepared for an emergency.</li> <li>•Identify community agencies that provide valid information about a chronic health issue.</li> <li>•Collect information from community personnel/agencies (faith</li> </ul>

	prevent injury.		advisor, county health department, SADD/MADD, DARE, Montana Meth Project) that share information about health choices.
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**Physical Education Standard 3**  
**Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Performance Indicators 3-5

Performance Indicators	Grade 3	Grade 4	Grade 5
<b>Physical activity knowledge</b>	Charts participation in physical activities outside health enhancement class. Identifies physical activity benefits as a way to become healthier.	Analyzes opportunities for participating in physical activity outside health enhancement class.	Charts and analyzes fitness benefits of physical activity outside health enhancement class.
<b>Engages in physical activity</b>	Engages in the activities of health enhancement class without teacher prompting.	Actively engages in the activities of health enhancement class, both teacher-directed and independent.	Actively participates in all activities of health enhancement class.

<b>Fitness knowledge</b>	Describes the concept of fitness and provides examples of physical activity to enhance fitness.	Identifies the components of health-related fitness.	Differentiates between skill-related and health-related fitness.
<b>Fitness knowledge</b>	Recognizes the importance of warm-up and cool-down activities related to vigorous physical activity.	Engages in warm-up and cool-down activities relative to the cardio-respiratory fitness assessment.	Identifies the need for warm-up and cool-down activities related to various physical activities.
<b>Assessment and program planning</b>	Demonstrates, with teacher direction, the health-related fitness components.	Completes fitness assessments (pre and post). Analyzes areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.	Analyzes results of fitness assessment (pre and post), comparing results to fitness components for good health. Designs a fitness plan to address ways to use physical activity to enhance fitness.
<b>Nutrition</b>	Identifies foods that are beneficial for pre- and post-physical activity.	Discusses the importance of hydration and hydration choices relative to physical activities.	Analyzes the impact of food choices relative to physical activity, youth sports and personal health.

#### **Health Education Standard 4**

**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

#### Performance Indicators 3-5

- Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.
- Use refusal skills that avoid or reduce health risks.

- Use nonviolent strategies to manage or resolve conflict.
- Discuss how to ask for assistance to enhance the health and safety of self and others.

Performance Indicators	Grade 3	Grade 4	Grade 5
<p><b>Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.</b></p>	<ul style="list-style-type: none"> <li>•Describes how to share emotions in healthful ways.</li> <li>•Explains how to use “I” messages.</li> <li>•Lists ways to show respect for all people.</li> <li>•Lists ways to tell if others show respect for you.</li> <li>•Lists healthful ways to communicate.</li> <li>•Describes ways to build a healthful relationship.</li> <li>•Describes kind of peer pressure and their effects.</li> <li>•Explains why you need friends.</li> <li>•Lists ways to make new friends.</li> <li>•Discusses table manners that help you get along with others.</li> <li>•Describes respectful ways to communicate.</li> <li>•Names ways to communicate care, consideration and respect of self and others, including those with disabilities.</li> <li>•Names healthy ways to express needs, wants and</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies different kinds of emotions.</li> <li>•Describes healthful ways to express emotions.</li> <li>•Describes how to show respect in relationships.</li> <li>•Describes ways to develop self-respect.</li> <li>•Identifies healthful ways to communicate.</li> <li>•Lists the actions of true friends.</li> <li>•Identifies the influence peers can have on character.</li> <li>•Describes healthful ways to make friends.</li> <li>•Lists actions to take when you feel left out.</li> <li>•Describes what to do when others try to harm you.</li> <li>•Lists table manners and reasons to practice each.</li> <li>•Demonstrates ways to communicate care, consideration and respect of self and others, including those with disabilities.</li> <li>•Demonstrates healthy ways to express needs, wants and</li> </ul>	<ul style="list-style-type: none"> <li>•Describe strategies for coping with strong emotions.</li> <li>•Identifies kinds of relationships.</li> <li>•Describes how to show respect and earn the respect of others.</li> <li>•Describes ways to communicate emotions.</li> <li>•Role-plays ways to use nonverbal communication and active listening.</li> <li>•Describes the importance of friends in your neighborhood, school and community.</li> <li>•Identifies how to have strong friendships.</li> <li>•Explains how to avoid cliques.</li> <li>•Discusses ways that using table manners promotes social health.</li> <li>•Demonstrates ways to communicate care, consideration and respect of self and others, including those with disabilities.</li> <li>•Demonstrates healthy ways to express needs, wants and feelings.</li> </ul>

	<p>feelings.</p> <ul style="list-style-type: none"> <li>•Describe characteristics needed to be a responsible friend and family member.</li> <li>•Demonstrates active listening skills.</li> </ul>	<p>feelings.</p> <ul style="list-style-type: none"> <li>•Demonstrates active listening skills.</li> <li>•Names pro-social communication skills, e.g., making introductions, asking to join in, saying 'please' and 'thank you', apologizing, agree to disagree) to build and maintain relationships.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates active listening skills.</li> </ul>
<p><b>Use refusal skills that avoid or reduce health risks.</b></p>	<ul style="list-style-type: none"> <li>•Lists ways to say "no" to drinking alcohol.</li> <li>•Lists ways to say "no" to tobacco use.</li> <li>•Tells how to say "no" to illegal drugs.</li> <li>•Lists verbal and nonverbal refusal skills.</li> <li>•Recognizes the importance of assertively refusing pressure to engage in an unhealthy behavior.</li> </ul>	<ul style="list-style-type: none"> <li>•Lists reasons to say "no" to drinking alcohol.</li> <li>•Lists reasons to say "no" to tobacco use.</li> <li>•Lists reasons to say "no" to drug abuse.</li> <li>•Demonstrates verbal and nonverbal refusal skills.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains ways peers might pressure you.</li> <li>•Describes way to resist pressure to use drugs.</li> <li>•Explains how and when to use verbal and/or nonverbal refusal skills.</li> </ul>
<p><b>Use nonviolent strategies to manage or resolve conflict.</b></p>	<ul style="list-style-type: none"> <li>•Describes when to use resistance skills.</li> <li>•Lists steps to resolve conflict.</li> <li>•List ways to get along better with others.</li> <li>•Recognizes causes of conflicts and applies nonviolent strategies to manage or resolve.</li> <li>•Recognizes when someone is</li> </ul>	<ul style="list-style-type: none"> <li>•Explains when to use resistance skills.</li> <li>•Defines self-control.</li> <li>•List strategies to help you control angry feelings.</li> <li>•Describes ways to stay away from fights.</li> <li>•Demonstrates steps to resolve conflict.</li> <li>•Describes effective</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates how to use resistance skills if you are pressured to make wrong decisions.</li> <li>•Explains why and how conflicts develop.</li> <li>•Demonstrates ways to express anger and resolve conflict without violence.</li> <li>•Develops a class plan to</li> </ul>

	<p>being bullied and either stands up for the victim or reports to an adult.</p>	<p>negotiation skills to manage or resolve conflict.</p> <ul style="list-style-type: none"> <li>•Differentiates between negative (arguing, fighting) and positive (compromise, steer clear, apologize, agree to disagree) behaviors used in conflict situations.</li> <li>•Develops a class plan to prevent bullying in the school and community.</li> </ul>	<p>prevent bullying in the school and community.</p>
<p><b>Discuss how to ask for assistance to enhance the health and safety of self and others.</b></p>	<ul style="list-style-type: none"> <li>•Discusses what to do if someone does not show respect for you.</li> <li>•Tells ways family members influence your health choices.</li> <li>•Locates adults who can help with mediation of a conflict.</li> <li>•Names instances when it is necessary for an adult to intervene.</li> <li>•Practices what to say when calling 911 or other emergency numbers.</li> <li>•Identifies who to tell if they see someone being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>•Explain reasons for being close to family members.</li> <li>•Describes ways a family influences health.</li> <li>•Describes ways that family members help one another.</li> <li>•Lists adults who can help with mediation of a conflict.</li> <li>•Identifies when it is necessary for an adult to intervene.</li> <li>•Practices what to say when calling 911 or other emergency numbers.</li> <li>•Reports bullying to school personnel.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses parents' guidelines for using social media.</li> <li>•Identifies actions that helps make family relationships strong.</li> <li>•Describes ways a family might influence the health of its members.</li> <li>•Describes activities in which families cooperate.</li> <li>•Explains how a responsible adult can help with mediation of a conflict.</li> <li>•Models actions to ensure that no one is bullied.</li> </ul>

**Physical Education Standard 4**  
**Exhibit responsible personal and social behavior that respects self and others.**

Performance Indicators	Grade 3	Grade 4	Grade 5
<b>Working with others</b>	Supports and works cooperatively with others. Praises others for their success in movement performance.	Recognizes and supports individual differences in movement performance at all skill levels. Accepts “players” of all skill levels into the physical activity.	Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
<b>Respecting others</b>	Discuss ways to accept other’s ideas, cultural diversity and body types during games and physical activities.	Describes ways to accept other’s ideas, cultural diversity and body types during games and physical activity.	Accepts other’s ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
<b>Rules and etiquette</b>	Recognizes the role of rules and etiquette in physical activity with peers.	Uses etiquette and adherence to rules in a variety of physical activities.	Critiques the etiquette involved in rules of various game activities.
<b>Safety</b>	Works independently and safely in physical activity settings.	Works safely with peers and equipment in physical activity settings.	Applies safety principles with physical activities.

**Health Education Standard 5**  
**Demonstrate the ability to use decision making skills to enhance health.**

Performance Indicators 3-5

- Identify health-related situations that might require thoughtful decisions.
- Analyze when assistance is needed in making safety and health-related decisions.
- Compare and contrast healthy options to safety and health-related issues or problems.
- Predict the potential outcomes of options when making safety and health-related decisions.

- Describe the outcomes of safety and health-related decisions.

Performance Indicators	Grade 3	Grade 4	Grade 5
<b>Identify health-related situations that might require thoughtful decisions.</b>	<ul style="list-style-type: none"> <li>•Names routine health-related situations, e.g., personal choices that contribute to personal health and wellness, what to do when home alone and someone comes to the door.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses options of what to do in potentially dangerous situations.</li> <li>•Demonstrates everyday decisions that contribute to being a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains what to do when approached with an uncomfortable request or situation.</li> <li>•Identifies individuals, places or situations that may increase a student’s vulnerability to negative peer pressure.</li> </ul>
<b>Analyze when assistance is needed in making safety and health-related decisions.</b>	<ul style="list-style-type: none"> <li>Discusses situations when support is needed when making a health-related decision.</li> <li>•Discusses ways to communicate with responsible adults about health decisions.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies situations in which a counselor may be needed.</li> <li>•Discusses options for seeking assistance when being bullied or observe bullying.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes options when being pressured by peers to participate in dangerous activities.</li> <li>•Discusses reasons for consulting parents or other trusted adults when having problems at school.</li> </ul>
<b>Compare and contrast healthy options to safety and health-related issues or problems.</b>	<ul style="list-style-type: none"> <li>Discusses various options to health-related issues or problems, e.g., create an activity book of things to do instead of watching TV.</li> </ul>	<ul style="list-style-type: none"> <li>•Lists positive alternatives to resolving a conflict.</li> <li>•Develops a plan to participate in heart-healthy physical activities after school.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies options for improving the health of one’s environment.</li> <li>•Researches advantages of life-long physical activities to reduce obesity.</li> </ul>
<b>Predict the potential outcomes of options when making safety and health-related decisions.</b>	<ul style="list-style-type: none"> <li>•Indicates the possible consequences of each choice when making a health-related decision, e.g., inadequate sleep/effects on physical,</li> </ul>	<ul style="list-style-type: none"> <li>•Describes possible consequences of health-related decisions, e.g., swimming/hiking alone.</li> <li>•Describes the impact chronic</li> </ul>	<ul style="list-style-type: none"> <li>•Predicts positive outcomes of a regular exercise plan and health nutrition.</li> <li>•Lists possible hazards around the home and describe the</li> </ul>

	<p>mental and emotional health.</p>	<p>diseases might have on health and wellbeing.</p> <ul style="list-style-type: none"> <li>•Describes the difference between a responsible decisions and a wrong decision.</li> <li>•Identify factors that influence decisions.</li> </ul>	<p>potential dangers of the hazards.</p> <ul style="list-style-type: none"> <li>•Describes things that might influence your choices, including peer pressure.</li> </ul>
<p><b>Describe the outcomes of a health-related decision.</b></p>	<ul style="list-style-type: none"> <li>•Identifies a healthy choice when making a decision.</li> <li>•Identifies personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.</li> <li>•Names the outcomes for various healthy and unhealthy decisions.</li> </ul>	<ul style="list-style-type: none"> <li>•Creates a list of possible consequences if rules are not followed in various situations.</li> <li>•Analyze reasons for seeking parental permission before engaging in unsupervised physical activity.</li> <li>•Describes personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.</li> <li>•Creates a list of positive and negative outcomes related to various health-related decisions.</li> </ul>	<ul style="list-style-type: none"> <li>•Commits to choosing foods that are healthier options at a fast food restaurant.</li> <li>•Uses appropriate protective gear during physical activity.</li> <li>•Explains ways of enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention and stress management.</li> <li>•Describes the long-term benefits of avoiding peer pressure to engage in unhealthy behaviors.</li> <li>•Discusses consequences of spending too much time watching TV or playing video/computer games.</li> </ul>

**Physical Education Standard 5**  
**Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

Performance Indicators 3-5

<b>Performance Indicators</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Health</b>	Discusses the relationship between physical activity and good health.	Examines the health benefits of participating in physical activity.	Compares the health benefits of participating in selected physical activities.
<b>Challenge</b>	Discusses the challenge that comes from learning a new physical activity.	Rates the enjoyment of participating in challenging and mastered physical activities.	Expresses, through various media, the enjoyment and/or challenge of participating in a favorite physical activity.
<b>Self-expression/ Enjoyment</b>	Reflects on the reasons for enjoying selected physical activities.	Ranks the enjoyment of participating in different physical activities.	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
<b>Social interaction</b>	Describes the positive social interactions that come when engaged with others in physical activity.	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.	Analyzes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

**Health Education Standard 6**  
**Demonstrate the ability to use goal-setting skills to enhance health.**

Performance Indicators 3-5

- Set a personal health goal and track progress toward its achievement.
- Identify resources to assist in achieving a personal health goal.

<b>Performance Indicator</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
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**Set a personal health goal and track progress toward its achievement.**

- Sets a health goal showing the six parts of good character.
- Sets personal health goals and records progress toward achievement.
- Understands MyPlate food groups for healthy nutrition.
- Makes a health behavior contract to get enough rest and sleep.
- Sets a health goal that reduces the risk of heart disease, e.g., eating foods that are low in fat.
- Sets a health goal that reduces the risk of cancer, e.g., wear sunscreen.
- Discuss ways to reduce the risk of diabetes.
- Describe ways to organize time and spend money wisely.
- Sets goals that involve spending time with family members.
- Sets a health goal to wear a seat belt.
- Lists ways to stay safe from a gang.
- Selects a personal long-term health goal and determines actions needed to achieve the goal.
- Discovers personal health

- Sets a health goal showing the six parts of good character.
- Role-plays situations showing good character.
- Sets personal health goals and records progress toward achievement.
- Sets a goal for nutritional meals, including eating a healthful breakfast.
- Makes a health behavior contract to rest when tired.
- Sets a health goal that reduces the risk of heart disease, e.g., getting plenty of exercise.
- Sets a health goal that reduces the risk of cancers such as skin, lung, colon.
- Describes ways to reduce the risk of Type 2 diabetes.
- Sets a health goal to wear a seat belt.
- Lists reasons to stay away from gangs.
- Names ways to avoid gangs.
- Develops a personal health goal and identifies ways to monitor its progress, e.g., pedometer use.
- Discovers personal health behaviors and sets a goal for changing behavior.

- Sets a health goal showing the six parts of good character.
- Sets personal health goals and records progress toward achievement, e.g., hygiene – deodorant use, showering daily, hair care and dental practices.
- Sets a goal for nutritional meals, including eating a healthful breakfast.
- Explains ways of planning to eat healthful snacks.
- Sets a health goal to get enough sleep.
- Sets a health goal that reduces the risk of heart disease, e.g., avoids secondhand smoke.
- Sets a health goal that reduces the risk of cancers such as skin, lung, colon.
- Explains ways to reduce the risk of Type 2 diabetes.
- Sets a health goal to get plenty of exercise.
- Sets a health goal to wear a seat belt.
- Explains why it is risky to belong to a gang.
- Discuss ways to recognize gang members.
- Discovers personal health

	behaviors and sets a goal for changing behavior.		behaviors and sets a goal for changing behavior. •Creates a goal for improving health and fitness practices, e.g., improving fitness scores for muscular endurance. •Creates a personal health and fitness plan for improvement.
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**Health Education Standard 7**  
**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Performance Indicators 3-5

<ul style="list-style-type: none"> <li>• Explain benefits of healthy behaviors toward self and others.</li> <li>• Practice responsible personal health behaviors.</li> <li>• Use a variety of healthy practices and behaviors to maintain or improve personal health.</li> <li>• Use a variety of behaviors to avoid or reduce health risks.</li> </ul>			
Performance Indicators	Grade 3	Grade 4	Grade 5
<b>Explain benefits of healthy behaviors toward self and others.</b>	<ul style="list-style-type: none"> <li>•Practices health behaviors.</li> <li>•Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school and in the community, e.g.:</li> </ul>	<ul style="list-style-type: none"> <li>•Practices beneficial health behaviors, e.g., first aid for minor injuries.</li> <li>•Gives examples of different types of abuse, e.g., verbal, emotional, sexual and substance abuse.</li> </ul>	<p>Practices responsible personal health choices, e.g.:</p> <ul style="list-style-type: none"> <li>-keeps a daily log of fluid intake to ensure proper hydration.</li> <li>-explains how accepting responsibility and making wise</li> </ul>

	<ul style="list-style-type: none"> <li>-describes ways to stay safe from strangers.</li> <li>-describes ways to identify a gang.</li> <li>-describes appropriate responses when dealing with harassment, bullying, intimidation and safety.</li> <li>•Explains ways that practicing healthful behaviors protects health.</li> <li>•Explains how practicing life skills can help you take responsibility for your health.</li> <li>•Describes actions that help you have a healthful self-concept.</li> <li>•Describe how to show respect, including what to do if you do something wrong.</li> <li>•Lists habits for healthful growth in childhood.</li> <li>•Identifies the nutrients your body needs.</li> <li>•Identifies what foods are in food groups.</li> <li>•Explains how to use MyPlate to make healthful food choices.</li> <li>•Lists the Dietary Guidelines.</li> <li>•Explains how to plan a menu for a healthful meal.</li> <li>•Identify Dietary Guidelines to</li> </ul>	<ul style="list-style-type: none"> <li>•Describes a healthful personality.</li> <li>•Explains how to use self-statements to remind yourself to act in responsible ways.</li> <li>•Describes ways to have a healthful self-concept.</li> <li>•Lists habits to practice for healthful growth and aging.</li> <li>•Makes a health plan to protect the brain from injury.</li> <li>•Discusses nutrients found in foods in MyPlate.</li> <li>•Lists the recommended daily amounts of food from MyPlate.</li> <li>•Lists ways to follow the Dietary Guidelines.</li> <li>•Discuss ways to compare meals at fast-food restaurants.</li> <li>•Explains ways to prevent foodborne illness.</li> <li>•Lists table manners and reasons to practice each.</li> <li>•Explains how to balance food intake with physical activity.</li> <li>•Identifies ways to maintain a healthful weight.</li> </ul>	<ul style="list-style-type: none"> <li>choices helps develop a positive self-concept.</li> <li>•Explains how a healthful behavior and a risk behavior differ.</li> <li>•Explains the parts of a healthful personality.</li> <li>•Names actions that show you have a healthful self-concept.</li> <li>•Explains why you should practice healthful habits now to age in a healthful way.</li> <li>•Identifies ways to prevent brain injury.</li> <li>•Lists nutrients, their functions, and foods that provide them.</li> <li>•Uses MyPlate to plan a healthful meal with at least one serving from each food group.</li> <li>•Explains ways that following the Dietary Guidelines promotes health and prevents disease.</li> <li>•Explains how to use the Dietary Guidelines when choosing foods at fast-food restaurants.</li> <li>•Discusses ways to keep from spreading germs when you handle or prepare foods.</li> </ul>
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	<p>follow when choosing foods at fast-food restaurants.</p> <ul style="list-style-type: none"> <li>•Lists safety rules for preparing foods.</li> </ul>		
<p><b>Practice responsible personal health behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Discusses table manners that protect health.</li> <li>•Discusses reasons to stay at a healthful weight.</li> <li>•Demonstrates how to floss and brush teeth.</li> <li>•Discusses ways to groom skin, hair and nails.</li> <li>•Tells what causes disease.</li> <li>•Describes ways to prevent the spread of disease.</li> <li>•Identifies ways the body keeps germs out.</li> <li>•Explains how the immune system fights disease.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains how to choose grooming products.</li> <li>•Explains ways to care for skin, hair and nails.</li> <li>•Lists kinds of pathogens that cause disease.</li> <li>•Names ways that pathogens enter the body.</li> <li>•Describes habits that keep germs from spreading.</li> <li>•Explains how the body's defenses (immune system) work.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses ways that using table manners promotes physical health.</li> <li>•Explains the parts of weight management.</li> <li>•Explains how to gain weight and how to lose weight.</li> <li>•Discusses ways to use grooming products for skin, hair and nails.</li> <li>•Describes how pathogens spread and cause disease.</li> <li>•Explains how pathogens get into the body.</li> <li>•Lists the stages of disease.</li> <li>•Describes how the body fights pathogens.</li> </ul>
<p><b>Use a variety of health practices and behaviors to maintain or improve personal health.</b></p>	<ul style="list-style-type: none"> <li>•Performs healthy practices that maintain or improve personal health, e.g., wearing proper footwear for physical activity.</li> <li>•Explains steps to managing stress.</li> <li>•Explains what a stressor is and identifies the body changes caused by stress.</li> <li>•Discuss the difference</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates a healthy behavior to improve personal health and wellness; e.g., adheres to a health sleep routine.</li> <li>•Explains healthful ways to manage stress on a daily basis.</li> <li>•Describes appropriate responses when dealing with harassment, bullying,</li> </ul>	<ul style="list-style-type: none"> <li>•Creates and executes a plan to manage academic, extracurricular and family responsibilities.</li> <li>•Simulates safety behaviors to be performed before and after a weather-related emergency.</li> <li>•Understands eustress and distress.</li> <li>•Explains appropriate steps of stress management.</li> </ul>

	<p>between healthful and harmful stress.</p> <ul style="list-style-type: none"> <li>•Lists ways to stay in a healthful mood.</li> <li>•Explains ways mood affects health.</li> <li>•Explains why your friends and heroes should have good character.</li> <li>•Lists changes that might occur in a family.</li> <li>•Describe how to adjust to family changes in healthful ways.</li> <li>•Explains why you need to be physically active.</li> <li>•Describes how you can work on the five kinds of fitness.</li> <li>•Discusses fitness skills used for sports and games.</li> <li>•Makes a physical fitness plan.</li> <li>•Discusses ways to get enough rest and sleep.</li> </ul>	<p>intimidation and abuse.</p> <ul style="list-style-type: none"> <li>•Identifies life skills to improve health and wellness.</li> <li>•Describes how the body responds to stress.</li> <li>•Explains the health benefits of a positive attitude.</li> <li>•Describes friends or heroes who have good character.</li> <li>•Explain how family members can adjust to changes.</li> <li>•Describes ways to adjust if parents separate or divorce.</li> <li>•Describes changes that occur as a family grows.</li> <li>•Describes the structure and function of teeth.</li> <li>•Lists ways to care for teeth and gums.</li> <li>•Describes the physical, mental, and social benefits of physical activity.</li> <li>•Explains why you need each of the five kinds of physical fitness.</li> <li>•Identifies fitness skills used when playing sports and games.</li> <li>•Lists tests that measure fitness.</li> <li>•Identifies seven exercises used in a fitness test.</li> <li>•Describes the difference</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways stress affects the mind, body and relationships.</li> <li>•Describes ways to bounce back from hard times.</li> <li>•Identifies role models who have good character.</li> <li>•Explains how families can adjust to changes and challenges.</li> <li>•Describe the structure and function of teeth.</li> <li>•Describes the social, emotional and physical benefits of physical activity.</li> <li>•Lists the five kinds of health fitness.</li> <li>•Describes the kinds of fitness skills.</li> <li>•Explains how age, gender, heredity and health behaviors affect fitness.</li> <li>•Explain how aerobic exercise benefits the heart and lungs.</li> <li>•Explains the FITT formula for fitness.</li> <li>•Discusses the need for frequent workouts.</li> <li>•Makes a physical fitness plan.</li> <li>•Describes the health benefits of getting enough sleep.</li> </ul>
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		<p>between aerobic and anaerobic exercise.</p> <ul style="list-style-type: none"> <li>•Identifies lifetime sports that can be enjoyed now.</li> <li>•Makes a physical fitness plan.</li> <li>•Describes ways sleep affects performance.</li> </ul>	
<p>Use a variety of behaviors to avoid or reduce health risks.</p>	<ul style="list-style-type: none"> <li>•Demonstrates actions to avoid or reduce health risks.</li> <li>•Demonstrates ways to reduce stress.</li> <li>•Applies safety rules for engaging in activities.</li> <li>•Understands emergency situations and demonstrates skills to respond appropriately and safely, e.g., earthquake/duck and cover.</li> <li>•Understands positive and negative effects of stress and stress management.</li> <li>•Tells ways that issues and risks related to drug use and abuse affect health, e.g., smoking/secondhand smoke.</li> <li>•Identifies ways risk behaviors harm health.</li> <li>•Discusses the effects of too much TV on health.</li> <li>•Explains ways social media can cause stress.</li> <li>•Lists the five senses and</li> </ul>	<p>Practices techniques to reduce stress.</p> <ul style="list-style-type: none"> <li>•Plans a menu based on MyPlate guidelines.</li> <li>•Wears special equipment per the needs of the sport, e.g., bicycling/helmet.</li> <li>•Explains how attitude affects stress.</li> <li>•Describes harmful effects of caffeine, alcohol and tobacco.</li> <li>•Gives examples of foods and drinks that contain caffeine.</li> <li>•Identifies ways to prevent boredom.</li> <li>•Lists the healthful and harmful effects of social media.</li> <li>•Discuss habits that: <ul style="list-style-type: none"> <li>-keep bones strong.</li> <li>-keep muscles strong and flexible.</li> <li>-improve digestion and circulation.</li> <li>-make it easy to breathe.</li> <li>-protect the brain and spinal</li> </ul> </li> </ul>	<p>Analyzes strategies for maintaining and improving personal health.</p> <ul style="list-style-type: none"> <li>•Researches the pros and cons of certain types of food preparation practices, e.g., fried vs. baked vs. broiled.</li> <li>•Analyzes scenarios to identify risky situations and appropriate responses.</li> <li>•Describes how to prepare for an emergency.</li> <li>•Describes what safety measures to take in case of a natural disaster.</li> <li>•Explains how to assess an emergency situation.</li> <li>•Demonstrates how to administer basic first aid for minor injuries.</li> <li>•Points out risks associated with providing personal information through technology/Internet.</li> <li>•Describes differences</li> </ul>

	<p>ways to protect each of them.</p> <ul style="list-style-type: none"> <li>•Describes how to keep eyes healthy.</li> <li>•Describes how to keep ears healthy.</li> <li>•Explains how to protect hearing.</li> <li>•Lists ways the alcohol affects physical health.</li> <li>•Describes how alcohol affects the way a person thinks, feels and acts.</li> <li>•Describes how smoking and smokeless tobacco harm health.</li> <li>•Lists ways secondhand tobacco smoke harms health.</li> <li>•Explains ways caffeine can harm health.</li> <li>•Lists the harmful effects of illegal drugs: marijuana, cocaine, crack, meth and Ecstasy.</li> <li>•Lists the dangers of inhalants.</li> <li>•Discusses ways to reduce the risk of heart disease.</li> <li>•Discusses ways to reduce the risk of cancer.</li> <li>•Discusses ways to reduce the risk of diabetes.</li> <li>•Lists safety rules to follow to prevent falls.</li> <li>•Lists safety rules to follow in</li> </ul>	<p>cord.</p> <ul style="list-style-type: none"> <li>-protect the skin.</li> <li>•Describes ways to take care of eyes.</li> <li>•Describes ways to take care of ears.</li> <li>•Describes ways to protect teeth from injury.</li> <li>•Describes ways that alcohol harms physical health, mental and emotional health, and family and social health.</li> <li>•Discusses ways tobacco use harms health.</li> <li>•Explains ways secondhand smoke harms health.</li> <li>•Describes ways marijuana harms health.</li> <li>•Identifies ways that the misuse of stimulants and depressants harms health.</li> <li>•Explains why it is harmful to abuse inhalants and steroids.</li> <li>•Defines heart disease.</li> <li>•Explains what causes a heart attack.</li> <li>•Lists ways to reduce the risk of heart disease and premature heart attack.</li> <li>•Lists ways to reduce the risk of cancer.</li> <li>•Describes ways to control diabetes.</li> </ul>	<p>between legal and illegal drugs.</p> <ul style="list-style-type: none"> <li>•Explains the harmful effects of illegal drugs.</li> <li>•Describes ways to resist pressure to use drugs.</li> <li>•Lists activities to take the place of watching TV.</li> <li>•Discuss symptoms of depression that might occur from too much use of social media.</li> <li>•Identify healthful habits to practice to protect each of the body systems – skeletal, muscular, circulatory, respiratory, reproductive, digestive, nervous, endocrine and urinary.</li> <li>•Describes the structure and function of the eye.</li> <li>•Lists some common vision problems and ways they can be corrected.</li> <li>•Describes structure and function of the ear.</li> <li>•Lists some common hearing problems and ways they are corrected.</li> <li>•Describes conditions that can harm teeth.</li> <li>•Lists the short- and long-term effects of alcohol use.</li> </ul>
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	<p>case of fire.</p> <ul style="list-style-type: none"> <li>•Lists ways to prevent poisoning.</li> <li>•Explains what computer safety means.</li> </ul>	<ul style="list-style-type: none"> <li>•Lists ways to reduce the risk of diabetes.</li> <li>•Lists safety rules to follow to prevent falls.</li> <li>•Lists safety rules to follow in case of fire.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains why laws prohibit children from drinking.</li> <li>•Describes the link between drinking alcohol and injury and disease.</li> </ul>
<p><b>Use a variety of behaviors to avoid or reduce health risks.</b></p>	<ul style="list-style-type: none"> <li>•Discusses how to stay safe outdoors.</li> <li>•Lists safety rules to follow for walking, biking, riding a scooter, and swimming.</li> <li>Lists ways to keep safe around cars and buses.</li> <li>•Explains how to stay safe in bad weather.</li> <li>•Lists safety rules for times when you are home with someone besides your parents or guardian.</li> <li>•Lists ways to stay safe from strangers.</li> <li>•Explains what to do if you get an unsafe touch.</li> <li>•Gives examples of violence (kicking, punching, pushing, and taking things from others).</li> <li>•Lists ways to get and keep the respect of others.</li> <li>•Explains why you should not pretend to have a gun.</li> <li>•Lists steps to take if a gun is found.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes the elements of a family fire escape plan.</li> <li>•Lists ways to prevent poisoning.</li> <li>•Lists safety rules to follow for walking, biking, riding a scooter, and swimming.</li> <li>•Explains how personal flotation devices and HELP and huddle methods prevent drowning.</li> <li>•Identifies the meaning of different safety signs.</li> <li>•Lists safety rules for riding in a car or bus.</li> <li>•Lists ways to stay safe in cold and hot weather, earthquakes, thunderstorms, tornadoes, floods and tsunamis.</li> <li>•Lists ways to stay safe from strangers when home alone.</li> <li>•Lists ways to stay safe at school, in the community and on the Internet.</li> <li>•Describes what to do if you get an unsafe touch.</li> </ul>	<p>Lists several toxins found in tobacco smoke.</p> <ul style="list-style-type: none"> <li>•Lists the short- and long-term effects of tobacco use on the body.</li> <li>•Describe the laws governing tobacco use by a minor.</li> <li>•Explains the link between tobacco use and disease.</li> <li>•Explains how secondhand smoke can be harmful to health.</li> <li>•Discusses the effects of illegal drugs: stimulants, depressants, narcotics, inhalants, marijuana, meth, steroids, and hallucinogens.</li> <li>•Lists prescription and OTC drugs that should be taken with caution</li> <li>•Describes reasons why people abuse drugs.</li> <li>•Lists sources of pressure to abuse drugs.</li> <li>•Explains ways drug abuse can affect family and friends.</li> </ul>

		<ul style="list-style-type: none"><li>•Lists safety rules to protect yourself from violence.</li><li>•Lists ways to recover if you are a victim of violence.</li><li>•Lists safety rules your school has about guns and other weapons.</li><li>•Names safety rules to follow when finding a gun or someone around you has a gun.</li></ul>	<ul style="list-style-type: none"><li>•Explains ways family members, peers, and the school can help someone resist drugs.</li><li>•Lists symptoms of heart disease and heart attacks.</li><li>•Explains how to reduce the risk of heart disease.</li><li>•Describe the effects of cancer on the body.</li><li>•Explains ways to treat and reduce the risk of cancer.</li><li>•Explains what diabetes is, the causes, and how to manage it.</li><li>•Lists ways to eliminate common safety hazards at home.</li><li>•Lists ways to eliminate common safety hazards at school.</li><li>•Describes common fire hazards and rules for fire safety.</li><li>•Describes safety precautions pedestrians should follow.</li><li>•Describes safety rules to follow for riding bicycles, scooters, or skateboards.</li><li>•Lists safety rules to follow in the water.</li><li>•Describes safety rules to follow when you ride in a car.</li></ul>
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			<ul style="list-style-type: none"> <li>•Identifies ways to protect yourself from people who might harm you.</li> <li>•Explains what to do if someone is suspicious.</li> </ul>
Use a variety of behaviors to avoid or reduce health risks.			<ul style="list-style-type: none"> <li>•Differentiates between safe and unsafe touch.</li> <li>•Explains ways to stay safe when using the Internet.</li> <li>•Discusses cyberbullying.</li> <li>•Lists examples of violence.</li> <li>•Describes ways to express anger and resolve conflict without violence.</li> <li>•Explains where victims of violence and abuse can get help.</li> <li>•Explains safety rules to reduce the risk of injuries from guns and knives.</li> </ul>

**Health Education Standard 8**  
**Demonstrate the ability to advocate for personal, family, and community health.**

Performance Indicators 3-5

- Express opinions and give accurate information about health issues.
- Practice and rationalize reasons for positive health choices.
- Evaluate various health messages and communication techniques.

<b>Performance Indicators</b>	Grade 3	Grade 4	Grade 5
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**Express opinions and give accurate information about health issues.**

- Share accurate information about a health issue.
- Tells what a health record is.
- Explains what a personal health record is.
- Names health helpers in the school or community.
- Explains what health helpers do.
- Discusses what makes up the environment.
- Discusses ways the community is kept clean.
- Lists ways to keep the community clean.
- Names ways to stop pollution.
- Tells what noise pollution is.
- Explains ways noise harms health.
- Explains why noise increases the risk of accidents.
- Tells what first aid is; explains how to stop a nosebleed, treat a cut or scrape.
- Describes precautions to take when giving first aid.
- Names where health helpers work.
- Names ways to save resources, such as gas, electricity and paper.
- Explains how to keep the neighborhood looking nice.

- Provide valid health information about a health issue.
- Explains why a health record is kept.
- Works with a parent or guardian to compile a personal health record.
- Names ways health helpers in the school or community help.
- Lists health careers that benefit the community.
- Explains ways pollution harms the environment.
- Describes a healthful environment.
- Identifies kinds of land, air and water pollution.
- Discusses kinds of noise pollution.
- Discusses first aid for cuts, nosebleeds, bee stings and sunburn.
- Explains how to follow universal precautions.
- Describes first aid for sprains, burns and choking.
- Lists places where health helpers work in the community.
- Explains how noise pollution can affect your health.

- Review accurate information and develop an opinion about a health issue.
- Explains what is in a health record.
- Works with a parent or guardian to compile a personal health record.
- Names ways to cooperate with health helpers in the school or community.
- Names ways to prevent land, water and air pollution.
- Describes how air, land and water pollution affect the health of the environment.
- Describes what makes a healthful environment.
- Names ways to reduce noise pollution.
- Discusses reasons to keep noise at a safe level.
- Explains how to use universal precautions when giving first aid.
- Discusses first aid for nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns, blisters, objects in the eye, skin rashes from plants and sunburn.
- Explains where health career

	<ul style="list-style-type: none"> <li>•Demonstrates how to make an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to save water.</li> <li>•Lists ways to reduce, recycle and reuse.</li> <li>•Describes ways to save energy.</li> <li>•Identifies ways to keep the school and community environment friendly.</li> <li>•Demonstrates how to make an emergency phone call.</li> </ul>	<p>information is available.</p> <ul style="list-style-type: none"> <li>•Lists important Food and drug Administration regulations on tobacco, alcohol and drugs.</li> <li>•Lists health needs of people who live in the community.</li> <li>•Discusses the role of health helpers in the community.</li> <li>•Explains where health career information is available.</li> <li>•Describes how to prepare for a health career.</li> <li>•Explains how noise pollution affects the health of the environment.</li> <li>•Lists ways to reduce noise in the community.</li> <li>•Lists ways to conserve water.</li> <li>•Lists ways to conserve energy.</li> <li>•Explains what it means to precycle, reuse and recycle.</li> <li>•Names characteristics of a positive environment.</li> <li>•Lists ways to keep the environment positive.</li> </ul>
<p><b>Express opinions and give accurate information about health issues.</b></p>			<ul style="list-style-type: none"> <li>•Explains ways to assess an emergency situation.</li> <li>•Describes what safety measures to take in case of a natural disaster.</li> <li>•Demonstrates how to make</li> </ul>

			an emergency phone call.
<p><b>Practice and rationalize reasons for positive health choices.</b></p>	<ul style="list-style-type: none"> <li>•Encourage others to make positive choices, e.g., recycling.</li> <li>•Names ways to protect the environment.</li> <li>•Names ways to keep the neighborhood friendly.</li> <li>•Lists steps to encourage others to take responsibility for their health.</li> <li>•Identifies safety rules for sports and games.</li> <li>•Identifies ways to be a good sport.</li> <li>•Shares with friends the benefits of a drug-free lifestyle.</li> <li>•Demonstrates ways to show care, concern and respect for people with special needs.</li> <li>•Lists ways you can help others be healthy.</li> <li>•Encourages family to protect the home environment.</li> <li>•Names ways to encourage others to keep noise at a safe level.</li> </ul>	<ul style="list-style-type: none"> <li>•Help others make positive choices.</li> <li>•Shows how to protect the environment.</li> <li>•Names ways to be friendly.</li> <li>•Names ways to be a good neighbor.</li> <li>•Lists steps to encourage others to take responsibility for their health.</li> <li>•Discusses ways to help family members be healthy.</li> <li>•Identifies safety rules for sports and games.</li> <li>•Explains how to be a good sport and a good teammate.</li> <li>•Names protective factors that help in saying “no” to abusing drugs.</li> <li>•Discusses ways to show support for people who have a chronic disease.</li> <li>•Lists ways people volunteer.</li> <li>•Encourages friends to protect the school environment.</li> <li>•Lists ways to keep noise at a safe level to help others.</li> </ul>	<ul style="list-style-type: none"> <li>•Illustrate how to assist others to make positive health choices, e.g., design a bumper sticker, write a song.</li> <li>•Explains ways to protect the environment.</li> <li>•Explains how to keep the environment friendly.</li> <li>•Lists steps to encourage others to take responsibility for their health.</li> <li>•Discusses ways to help peers to be healthy.</li> <li>•Identifies safety rules for sports and games.</li> <li>•Role models being a good sport for younger children.</li> <li>•Explains resistance skills to avoid drug abuse.</li> <li>•Discusses common chronic diseases and ways to manage these health conditions.</li> <li>•Explains ways volunteers contribute to the health of the community.</li> <li>•Encourages community members to protect the environment.</li> <li>•Explains how noise pollution affects the health of the environment.</li> </ul>

<b>Evaluate various health messages and communication techniques.</b>	<ul style="list-style-type: none"> <li>•Identifies ways health messages are presented.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses how health messages are communicated.</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluates various health messages for authenticity, medical accuracy, 'come-ons', gimmicks.</li> </ul>
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**HEALTH EDUCATION STANDARD 1**  
**Comprehend concepts related to personal health promotion and disease prevention to enhance health.**

Performance Indicators 6-8

<ul style="list-style-type: none"> <li>• Discuss the relationship between healthy behaviors and personal health.</li> <li>• Describe the benefits of, and barriers to, practicing healthy behaviors.</li> <li>• Analyze behaviors that promote health-enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.</li> <li>• Analyze the potential consequences of engaging in risky behaviors.</li> <li>• Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.</li> <li>• Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.</li> <li>• Discuss ways environmental factors affect health.</li> <li>• Analyze ways in which safe and healthy school and community environments can promote personal health.</li> </ul>			
<b>Performance Indicators</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Discuss the</b>	<ul style="list-style-type: none"> <li>•Discusses ways to prevent</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies different kinds of</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies ways to reduce the</li> </ul>

<p><b>relationship between healthy behaviors and personal health.</b></p>	<p>food-borne illnesses.</p> <ul style="list-style-type: none"> <li>•Discusses the cause, symptoms, prevention, and treatment of the common cold, influenza, mononucleosis, hepatitis, strep throat, Lyme disease, anthrax, and West Nile virus.</li> <li>•Compares how healthy behaviors and risk practices impact personal health, e.g., stress/personal health, cultural food practices/health.</li> <li>•Describes a healthy balance of stress, sleep, exercise, nutrition, recreation and school.</li> <li>•Describes how the female and male body changes during adolescence.</li> <li>•Identifies personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.</li> </ul>	<p>food-borne illnesses and their causes, symptoms, and treatments.</p> <ul style="list-style-type: none"> <li>•Identifies the causes, symptoms, diagnosis and treatment of common communicable diseases.</li> <li>•Examines how healthy behaviors influence personal health, e.g., how nutritional choices can positively or negatively affect one's immediate and long-term health.</li> <li>•Describes warning signs/behavioral patterns, and health supports for those experiencing unhealthy habits.</li> <li>•Identifies female and male secondary sex characteristics.</li> <li>•Lists and defines each of the female and male reproductive organs.</li> <li>•Explains what occurs during the menstrual cycle.</li> <li>•Discusses habits that females and males can practice to protect reproductive health.</li> <li>•Describes personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.</li> </ul>	<p>risk of foodborne illnesses.</p> <ul style="list-style-type: none"> <li>•Describes the causes, symptoms, diagnosis, and treatment of common communicable diseases.</li> <li>•Analyzes the relationship between healthy behaviors and personal health, e.g., how engaging in regular physical activity and healthy eating enhance personal health.</li> <li>•Compares and contrasts helpful versus harmful health habits.</li> <li>•Describes the functions of the endocrine and reproductive systems.</li> <li>•Identifies physical changes that occur during puberty.</li> <li>•Traces the path of an unfertilized egg through the female reproductive organs.</li> <li>•Traces the path of a sperm cell through the male reproductive organs.</li> <li>•Describes the menstrual cycle.</li> <li>•Discusses habits that females and males can practice to protect reproductive health.</li> <li>•Discusses personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease</li> </ul>
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			prevention, and stress management.
<b>Describe the benefits of and barriers to practicing healthy behaviors.</b>	<ul style="list-style-type: none"> <li>•Identifies the benefits of practicing healthy behaviors, e.g., describes the benefits of only using household products for their intended purpose.</li> <li>•Determines what changes are needed in daily routines to improve or maintain personal health.</li> </ul>	<ul style="list-style-type: none"> <li>•Determines barriers to practicing healthy behaviors, e.g., nutrition; excuses people use for not exercising.</li> <li>•Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes the benefits of and barriers to practicing healthy behaviors, e.g., exercise, nutrition, refrain from tobacco, alcohol, drug use and sexual activity.</li> <li>•Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.</li> </ul>
<b>Analyzing behaviors that promote health enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.</b>	<ul style="list-style-type: none"> <li>•Identifies risks associated with teen pregnancy and parenthood.</li> <li>•Describes unhealthy behaviors and their consequences, e.g., alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains the risks of teen pregnancy and parenthood.</li> <li>•Explains how alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise may cause injury or illness.</li> <li>•Examines health consequences of eating disorders.</li> <li>•Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains the risk of teen pregnancy/parenthood.</li> <li>•Identifies problems that can occur during pregnancy.</li> <li>•Identifies the potential seriousness of injury or illness if engaging in unhealthy behaviors such as alcohol use, drug use, tobacco use, violence, poor nutrition, lack of exercise, not wearing a seatbelt, and sharing needles for tattoos and piercings.</li> <li>•Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.</li> </ul>

<p><b>Analyze the potential consequences of engaging in risky behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Identifies risks associated with teen pregnancy and parenthood.</li> <li>•Describes unhealthy behaviors and their consequences, e.g., alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise,</li> </ul>	<ul style="list-style-type: none"> <li>•Explains the risks of teen pregnancy and parenthood.</li> <li>•Explains how alcohol use, drug use, tobacco use, violence, poor nutrition and lack of exercise may cause injury or illness.</li> <li>•Examine health consequences of eating disorders.</li> <li>•Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains the risks of teen pregnancy and parenthood.</li> <li>•Identifies problems that can occur during pregnancy.</li> <li>•Identifies the potential seriousness of injury or illness if engaging in unhealthy behaviors such as alcohol use, drug use, tobacco use, violence, poor nutrition, lack of exercise, not wearing a seatbelt, and sharing needles for tattoos and piercings.</li> <li>•Describes possible injuries or illness that can be attributed to substance abuse, poor nutrition, lack of exercise, sexual activity, violence, and inadequate coping skills/stress management.</li> </ul>
<p><b>Identify characteristics of physical, mental, emotional, family and social health, including those of traditional and contemporary American Indian cultures and practices.</b></p>	<ul style="list-style-type: none"> <li>•Discusses what it means to be a self-directed learner in gaining health knowledge.</li> <li>•Discusses chronic health conditions and ways to manage them.</li> <li>•Identifies the interrelationships of emotional and social health in adolescents, e.g., identifying positive relationships.</li> <li>•Describes changes in feelings during adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains ways to be a self-directed learner.</li> <li>•Differentiates between a chronic health condition and an acute health condition.</li> <li>•Discusses chronic health conditions and ways to manage them.</li> <li>•Summarizes the interrelationship of emotional, social, and physical health in adolescence, e.g., how a peer group can affect multiple dimensions of health (food</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses reasons to be a self-directed learner throughout life.</li> <li>•Discusses possible causes of chronic health conditions.</li> <li>•Discusses the causes, symptoms, and treatment of allergies, arthritis, asthma, cerebral palsy, chronic fatigue syndrome, diabetes, epilepsy, headaches, muscular dystrophy, epilepsy, and multiple sclerosis.</li> <li>•Determines how societal</li> </ul>

		choices, participation in unhealthy activities); how family changes (moving, divorce, death) can impact emotional, social and physical health.	influences can affect physical health and describes their impact on emotional and social health. •Describes the health-related consequences that participation in risky health behaviors can have on emotional, physical, and social health.
<b>Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.</b>	•Uses universal precautions.	•Describes universal precaution practices.	•Advocates for universal precaution practices by self and others.
<b>Discuss ways environmental factors affect health.</b>	<ul style="list-style-type: none"> <li>•Discusses what happens when a person has an allergic reaction.</li> <li>•Discusses ways a person can manage asthma and reduce the risk of an asthma attack.</li> <li>•Identifies healthy and unhealthy relationships and their effect on health and wellness.</li> <li>•Examines how environmental dangers impact personal health and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses ways to manage and treat allergies.</li> <li>•Discusses asthma, including signs of an asthma attack, asthma triggers, and ways to avoid asthma triggers.</li> <li>•Identifies environmental conditions (e.g., physical social, community) that are potentially harmful to personal health.</li> <li>•Analyzes the number of fast food outlets in the community and the effects of excessive calorie consumption on personal health.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses the causes, symptoms, and treatment for allergies and asthma.</li> <li>•Discusses ways to prevent allergic reactions and asthma attacks.</li> <li>•Investigates the effects stress has on personal health.</li> <li>•Analyzes environmental health conditions of diverse countries and how these conditions can impact personal health.</li> </ul>
<b>Analyze ways in</b>	•Identifies policies or practices in	•Discusses policies or practices in	•Analyzes policies or practices

<p><b>which safe and healthy school and community environments can promote personal health</b></p>	<p>the school or community that promote health-enhancing behaviors.</p>	<p>the school or community that promote health-enhancing behaviors.</p>	<p>of the school or community that promote health-enhancing behaviors.</p>
<p><b>Describes ways to reduce or prevent injuries and other adolescent health problems.</b></p>	<ul style="list-style-type: none"> <li>•Identifies ways to reduce or prevent injuries.</li> <li>• Identifies benefits of abstinence from sexual behaviors and other risky behaviors such as tobacco, drug and alcohol use.</li> <li>•Identifies appropriate health care that can prevent premature death and disability.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains ways to reduce or prevent health risks among adolescents, e.g., body piercing/tattoos, obesity.</li> <li>•Lists ways to practice abstinence from behaviors that put one at risk, including sexual, drug, tobacco and alcohol use.</li> <li>•Describes ways appropriate health care can prevent premature death and disability.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to reduce asthma-related symptoms</li> <li>•Collects information on injuries that are prevalent in adolescents and lists ways they could be avoided.</li> <li>•Explains the benefits of abstinence from sexual behaviors and other risky behaviors such as tobacco, drug and alcohol use.</li> <li>•Explains how appropriate health care can prevent premature death and disability.</li> </ul>
<p><b>Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits.</b></p>	<ul style="list-style-type: none"> <li>•Describes the benefits of regular dental visits on oral health.</li> <li>•Gives examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.</li> <li>•Discusses why healthcare is important during pregnancy.</li> <li>•Learns about pregnancy and childbirth.</li> <li>•Explains how</li> </ul>	<ul style="list-style-type: none"> <li>•Describes the importance of seeking health care when experiencing a health issue.</li> <li>•Identifies health facilities and support services in the community.</li> <li>•Lists benefits of health care during pregnancy.</li> <li>•Discusses conception and the stages of pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>•Investigates programs offered at hospitals/clinics that help promote personal health.</li> <li>•Discusses the importance of consulting with a parent before seeking medical help.</li> <li>•Discusses the importance of prenatal care.</li> <li>•Describes the development of a baby from conception through birth.</li> </ul>

<p><b>Define human body systems, their function and their interrelationship with one another.</b></p>	<ul style="list-style-type: none"> <li>•Describes how the female and male body changes during adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses how the female and male body changes during adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes the functions of the endocrine and reproductive systems.</li> </ul>
<p><b>Identify basic structures and functions of the male and female reproductive health systems.</b></p>	<ul style="list-style-type: none"> <li>•Identifies basic structures and functions of the female and male reproductive systems.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies female and male secondary sex characteristics.</li> <li>•Lists and defines each of the female and male reproductive organs.</li> <li>•Explains what occurs during the menstrual cycle.</li> <li>•Discusses habits that females and males can practice to protect reproductive health.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies physical changes that occur during puberty.</li> <li>•Traces the path of an unfertilized egg through the female reproductive organs.</li> <li>•Traces the path of a sperm cell through the male reproductive organs.</li> <li>•Describes the menstrual cycle.</li> <li>•Discusses habits that females and males can practice to protect reproductive health.</li> </ul>

**Physical Education Standard 1**  
**Demonstrate competency in a variety of motor skills and movement patterns.**

Performance Indicators 6-8

<p>By the end of grade 8, the learner will:</p> <ul style="list-style-type: none"> <li>• apply tactics and strategies to modified game play,</li> <li>• demonstrate fundamental movement skills in a variety of contexts,</li> <li>• design and implement a health-enhancing fitness program,</li> <li>• participate in self-selected physical activity; cooperate and encourage classmates,</li> <li>• accept individual differences and demonstrate inclusive behaviors, and</li> <li>• engage in physical activity for enjoyment and self-expression.</li> </ul>			
<p><b>Performance Indicator</b></p>	<p>Grade 6</p>	<p>Grade 7</p>	<p>Grade 8</p>

<b>Dance and Rhythms</b>	<ul style="list-style-type: none"> <li>•Uses correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance, including those of traditional and contemporary American Indian cultures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance, including those of traditional and contemporary American Indian cultures.</li> </ul>
<b>Games and Sports Invasion Games Throwing</b>	<ul style="list-style-type: none"> <li>•Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).</li> </ul>	<ul style="list-style-type: none"> <li>•Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.</li> </ul>	<ul style="list-style-type: none"> <li>•Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.</li> </ul>
<b>Invasion Games Catching</b>	<ul style="list-style-type: none"> <li>•Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.</li> </ul>	<ul style="list-style-type: none"> <li>•Catches using an implement in a dynamic environment or modified game play.</li> </ul>
<b>Invasion Games Passing and receiving</b>	<ul style="list-style-type: none"> <li>•Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball.</li> </ul>	<ul style="list-style-type: none"> <li>•Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer, socci or speedball.</li> </ul>	<ul style="list-style-type: none"> <li>•Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).</li> </ul>
<b>Invasion Games Passing and receiving</b>	<ul style="list-style-type: none"> <li>•Throws, while stationary, a leading pass to a moving receiver.</li> </ul>	<ul style="list-style-type: none"> <li>•Throws, while moving, a leading pass to a moving receiver.</li> </ul>	<ul style="list-style-type: none"> <li>•Throws a lead pass to a moving partner off a dribble or pass.</li> </ul>
<b>Invasion Games Offensive skills</b>	<ul style="list-style-type: none"> <li>•Performs pivots, fakes and jab steps designed to create open</li> </ul>	<ul style="list-style-type: none"> <li>•Executes at least one of the following designed to create open</li> </ul>	<ul style="list-style-type: none"> <li>•Executes the following offensive skills during</li> </ul>

	space during practice tasks.	space during small-sided game play: pivots, fakes, jab steps.	small-sided game play: pivot, give and go fakes.
<b>Invasion Games Offensive skills</b>	•Performs the following offensive skills without defensive pressure: pivot, give and go fakes.	•Performs the following offensive skills with defensive pressure: pivots, fakes, jab steps.	•Executes the following offensive skills during small-sided game play: pivot, give and go fakes.
<b>Invasion Games Dribbling/ball control</b>	•Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	•Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks.	•Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.
<b>Invasion Games Dribbling/ball control</b>	•Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	•Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	•Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
<b>Invasion Games Passing and receiving</b>	•Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball or team handball.	•Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer, socci or speedball.	•Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).
<b>Invasion Games Passing and receiving</b>	•Throws, while stationary, a leading pass to a moving receiver.	•Throws, while moving, a leading pass to a moving receiver.	•Throws a lead pass to a moving partner off a dribble or pass.
<b>Invasion Games Offensive skills</b>	•Performs pivots, fakes and jab steps designed to create open space during practice tasks.	•Executes at least one of the following designed to create open space during small-sided game	•Executes at least two of the following to create open space during modified game play:

		play: pivots, fakes, jab steps.	pivots, fakes, jab steps, screens.
<b>Invasion Games Offensive skills</b>	•Performs the following offensive skills without defensive pressure: pivot, give and go fakes.	•Performs the following offensive skills with defensive pressure: pivots, fakes, jab steps.	•Executes the following offensive skills during small-sided game play: pivot, give and go fakes.
<b>Invasion Games Offensive skills</b>	•Performs the following offensive skills without defensive pressure: pivot, give and go fakes.	•Performs the following offensive skills with defensive pressure: pivots, fakes, jab steps.	•Executes the following offensive skills during small-sided game play: pivot, give and go fakes.
<b>Invasion Games Dribbling/ball control</b>	•Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	•Dribbles with dominant and nondominant hand using a change of speed and direction in a variety of practice tasks.	•Dribbles with dominant and nondominant hand using a change of speed and direction in small-sided game play.
<b>Invasion Games Dribbling/ball control</b>	•Foot-dribbles and dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	•Foot-dribbles and dribbles with an implement combined with passing in a variety of practice tasks.	•Foot-dribbles and dribbles with an implement with control, changing speed and direction during small-sided game play.
<b>Invasion Games Shooting on goal</b>	•Shoots on goal with power in a dynamic environment as appropriate to the activity.	•Shoots on goal with power and accuracy in small-sided game play.	•Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.
<b>Invasion Games Defensive skills</b>	•Maintains defensive ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.	•Slides in all directions while on defense without crossing feet.	•Drop-steps in the direction of the pass during player-to-player defense.

<b>Games and Sports Net/Wall Games Serving</b>	<ul style="list-style-type: none"> <li>•Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.</li> </ul>	<ul style="list-style-type: none"> <li>•Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball.</li> </ul>	<ul style="list-style-type: none"> <li>•Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.</li> </ul>
<b>Net/Wall Games Striking</b>	<ul style="list-style-type: none"> <li>•Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.</li> </ul>	<ul style="list-style-type: none"> <li>•Strikes, with a mature overarm pattern, in a dynamic environment for net/wall games such as volleyball handball, badminton or tennis.</li> </ul>	<ul style="list-style-type: none"> <li>•Strikes, with a mature overarm pattern, in a modified game for net/wall games such as volleyball, handball, badminton or tennis.</li> </ul>
<b>Net/Wall Games Forehand/backhand</b>	<ul style="list-style-type: none"> <li>•Uses the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball.</li> </ul>
<b>Net/Wall Games Weight Transfer</b>	<ul style="list-style-type: none"> <li>•Transfers weight with correct timing for the striking pattern.</li> </ul>	<ul style="list-style-type: none"> <li>•Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.</li> </ul>	<ul style="list-style-type: none"> <li>•Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the backhand side.</li> </ul>
<b>Net/Wall Games Volley</b>	<ul style="list-style-type: none"> <li>•Forehand-volleys with a mature form and control using a short-handled implement.</li> </ul>	<ul style="list-style-type: none"> <li>•Forehand- and backhand-volleys with a mature form and control using a short-handled implement.</li> </ul>	<ul style="list-style-type: none"> <li>•Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play.</li> </ul>

<b>Net/Wall Games Two-hand volley</b>	•Two-hand-volleys with control in a variety of practice tasks.	•Two-hand-volleys with control in a dynamic environment.	•Two-hand-volleys with control in a small-sided game.
<b>Games and Sports Target Games Underhand throw</b>	•Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes.	•Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce or horseshoes.	•Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocce.
<b>Target Games Striking</b>	•Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.	•Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.	•Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard or golf.
<b>Games and Sports Fielding/Striking Games Throwing</b>	•Strikes a pitched ball with an implement with force in a variety of practice tasks.	•Strikes a pitched ball with an implement to open space in a variety of practice tasks.	•Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.
<b>Fielding/Striking Games Catching</b>	•Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.	•Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.	•Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.
<b>Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.</b>	•Uses correct technique for basic skills in one self-selected outdoor activity.	•Uses correct technique for a variety of skills in one self-selected outdoor activity.	•Uses correct techniques for basic skills in at least two self-selected outdoor activities.

<b>Individual-Performance Activities</b>	•Uses correct technique for basic skills in one self-selected individual-performance activity.	•Uses correct technique for a variety of skills in one self-selected individual-performance activity.	•Uses correct technique for basic skills in at least two self-selected individual performance activities.
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**HEALTH EDUCATION STANDARD 2**  
**Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

Performance Indicators 6-8

- Explain how family and culture influence the health of adolescents.
- Explain how the perception of societal norms influence healthy and unhealthy behaviors.
- Explain the influence of personal values and beliefs on individual health practices and behaviors.
- Describe how peers influence healthy and unhealthy behaviors.
- Explain how the school, tribe, and community can affect personal health practices and behaviors.
- Explain how messages from media influence health behaviors.
- Explain the influence of technology on person and family health.
- Compare and contrast how school, public and tribal health policies can influence health promotion and disease prevention.

<b>Performance Indicators</b>	Grade 6	Grade 7	Grade 8
<b>Explain how family and culture influence the health of adolescents.</b>	<ul style="list-style-type: none"> <li>•Discusses how often students eat at fast food establishments on a weekly basis.</li> <li>•Describes a list of family guidelines and rules in the home that enhance health.</li> <li>•Describes ways that family habits influence health choices.</li> <li>•Researches health beliefs and practices in different countries and time periods.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes the importance of exercise for your family and provide examples of ways the family is physically active.</li> <li>•Gives examples of ways in which families communicate about health issues and concerns.</li> <li>•Discusses how culture impacts family health.</li> </ul>	<ul style="list-style-type: none"> <li>•Examines meal content for nutritional value.</li> <li>•Interprets family influences on health through guidelines regarding social activities, e.g., parties, tobacco use, peer pressure.</li> <li>•Compares different cultures in the community and how cultures impact family health.</li> <li>•Gives examples of family</li> </ul>

			members' roles and family structures in different cultures and how this influences health beliefs, practices and behaviors.
<b>Explain how the perception of societal norms influence healthy and unhealthy behaviors</b>	<ul style="list-style-type: none"> <li>•Discusses expectations for healthy behaviors from different cultures.</li> <li>•Discusses ways you can recognize eating disorders.</li> <li>•Discuss treatments for eating disorders.</li> <li>•Identifies examples of norms that impact healthy behaviors (e.g., using safety belts, eating heart healthy foods, drinking an adequate amount of water each day).</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies how culture conveys accurate and inaccurate messages about appearance and body image.</li> <li>•Identifies signs and symptoms of eating disorders.</li> <li>•Describes the prevention and treatment of eating disorders.</li> <li>•Gives examples of group norms that improve the physical, emotional, and social health of an individual.</li> <li>•Identifies how personal eating habits are influenced by societal norms.</li> <li>•Identifies how perceptions of norms can negatively or positively influence behaviors (e.g., not all teens smoke).</li> </ul>	<ul style="list-style-type: none"> <li>•Describes how the community determines the sale of alcohol, tobacco, etc.</li> <li>•Describes the causes, symptoms, related health problems, and treatment of eating disorders.</li> <li>•Identifies factors that contribute to obesity and health problems caused by obesity.</li> <li>•Analyzes the influence of stress on eating habits such as starvation and bingeing.</li> <li>•Gives examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors.</li> <li>•Explains how peers' perception of dating can influence healthy and unhealthy behaviors.</li> </ul>
<b>Explain the influence of personal values and beliefs on</b>	<ul style="list-style-type: none"> <li>•Describes a personal value in a home that can impact personal health.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies how individual personal beliefs are expressed through personal health decisions.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains how beliefs regarding alcohol consumption can influence interactions with</li> </ul>

<p><b>individual health practices and behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Identifies personal health-related values and explain how they influence personal health choices</li> </ul>	<ul style="list-style-type: none"> <li>•Describes how personal beliefs influence an individual's treatment of peers.</li> </ul>	<p>your peers.</p> <ul style="list-style-type: none"> <li>•Demonstrates how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying, tobacco use, alcohol or other drug use, sexual activity).</li> </ul>
<p><b>Describe how peers influence healthy and unhealthy behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Gives a description of an activity other peers are involved in that could increase personal physical activity levels.</li> <li>•Explains the influence of a helpful bystander's actions in a bullying situation.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses how peer interaction is influenced by the current culture, fads.</li> <li>•Describes techniques used to influence peers to participate in unhealthy behaviors, e.g., smoking.</li> <li>•Gives examples of the different ways peers can positively or negatively influence another's self-image/self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes how peers influence purchases.</li> <li>•Demonstrates or role-plays ways peers can respond in a bullying situation.</li> </ul>
<p><b>Explain how the school, tribe, and community can affect personal health practices and behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Identifies service activities being offered in the school and community.</li> <li>•Names programs offered at local businesses that help improve personal health.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies types of healthy food/drink choices that could be included in a school vending machine.</li> <li>•Describes how teachers, counselors, nurses, and administrators help students report problems or obtain assistance when face with unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes requirements for students to participate in physical education classes and the effects on student health.</li> <li>•Examines ways that the school or community encourages students to use appropriate skills to avoid, resolve, and cope with conflict.</li> </ul>
<p><b>Explain how messages from media</b></p>	<ul style="list-style-type: none"> <li>•Discusses what it means to be media literate.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses ways to evaluate the messages in media.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses the reasons to be media literate.</li> </ul>

<p><b>influence health behaviors.</b></p>	<ul style="list-style-type: none"> <li>•Discusses messages in advertising that are intended to influence teens.</li> <li>•Discusses the purposes of food ads.</li> <li>•Examines print media advertisements for fast food restaurants and interprets hidden messages.</li> <li>•Gives examples of current media messages and determines how the messages influence alcohol, tobacco, and other drug use.</li> <li>•Analyzes the influence of tobacco ads.</li> <li>•Analyze beer ads for messages that include faulty thinking.</li> <li>•Analyzes the influence of peer pressure and TV on body image.</li> <li>•Identifies health products for grooming.</li> <li>•Analyzes the claims made for grooming products.</li> <li>•Analyzes the influence of a TV program.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses appeals found in food ads.</li> <li>•Describes how the media sends mixed messages about nutrition.</li> <li>•Examines a variety of alcohol/tobacco advertisements and the messages being sent to adolescents.</li> <li>•Analyzes the influence of tobacco ads.</li> <li>•Analyze ways commercials try to make drinking appealing.</li> <li>•Analyzes the influence of ads for jeans and other clothing items on a teen's body image.</li> <li>•Lists health products for grooming.</li> <li>•Analyzes the claims made for oral health/toothpaste products.</li> <li>•Analyzes the influence of a computer game.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes appeals used in ads and commercials.</li> <li>•Analyzes food ads for their mention of the Dietary Guidelines.</li> <li>•Analyze the influence of advertisements and media to identify faulty thinking about tobacco use.</li> <li>•Analyze magazine ads for liquor to find appeals used in them.</li> <li>•Interprets underlying messages used in health-related advertisements, including those for body image.</li> <li>•Analyzes the approaches used to convey messages by media to influence eating behaviors and food selections of adolescents.</li> <li>•Analyzes the claims made for an acne/skin care product.</li> <li>•Analyzes the influence of a DVD.</li> </ul>
<p><b>Explain the influence of technology on personal and family health.</b></p>	<ul style="list-style-type: none"> <li>•Lists kinds of technology found in the home.</li> <li>•Describes how common types of technology (e.g., Internet, TV and radio) provide sources of</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies how technology can be used to improve personal health.</li> <li>•Interprets how new forms of technology can help monitor individual health (e.g., pedometer,</li> </ul>	<ul style="list-style-type: none"> <li>•Determines how new types of technological equipment can contribute to the early detection of diseases.</li> <li>•Analyzes how technology</li> </ul>

	health-related disease information for families to reduce health risks.	diabetes monitor, heart monitor, fitness assessment tool).	(e.g., social networking, texting, instant messaging) influences communication in relationships.
<b>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</b>	<ul style="list-style-type: none"> <li>Identifies how health choices influence unhealthy behaviors (e.g., health risks associated with eating an excessive amount of calories).</li> <li>Gives examples of how alcohol can increase the likelihood of other health risk behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses how using tobacco can increase the risk of using other drugs.</li> <li>Gives examples of how peers pressure teens to consume alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>Describes how alcohol use can lead to poor decision making.</li> <li>Demonstrates how a peer group can have a negative influence on behaviors.</li> </ul>
<b>Explain how school, public and tribal health policies can influence health promotion and disease.</b>	<ul style="list-style-type: none"> <li>Researches and discusses how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activity.</li> <li>Describes the changes in the lunch menu as a result of implementing a School Wellness Policy.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the immunization policy for children entering school.</li> <li>Cites examples of public health policies and how they help keep communities healthy (e.g., Montana Clean Indoor Air Act).</li> </ul>	<ul style="list-style-type: none"> <li>Identifies healthy beverage choices that students make as a result of implementing a School Wellness Policy.</li> <li>Explains how the school lunch menu benefits a healthy lifestyle.</li> </ul>

**Physical Education Standard 2**  
**Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.**

Performance Indicators 6-8

<b>Performance Indicators</b>	Grade 6	Grade 7	Grade 8
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<p><b>Games and Sports Invasion Games Creating space with movement</b></p>	<p>•Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).</p>	<p>•Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</p>	<p>•Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</p>
<p><b>Invasion Games Creating space with offensive tactics</b></p>	<p>•Executes at least one of the following offensive tactics to create open space: moves to an open space without the ball; uses a variety of passes; uses pivot, fake or give and go.</p>	<p>•Executes at least two of the following offensive tactics to create open space: give and go; a variety of passes; fakes, pivot).</p>	<p>•Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.</p>
<p><b>Invasion Games Creating space using width and length</b></p>	<p>•Creates open space by using the width and length of the field/court on offense.</p>	<p>•Reduces open space on defense by staying close to the opponent as he/she nears the goal.</p>	<p>•Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).</p>
<p><b>Invasion Games Reducing space using denial</b></p>	<p>•Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</p>	<p>•Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.</p>	<p>•Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.</p>
<p><b>Invasion Games Transitions</b></p>	<p>•Transitions from offense to defense or defense to offense by recovering quickly.</p>	<p>•Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.</p>	<p>•Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates</p>

			and capitalizing on an advantage.
<b>Net/Wall Games Creating space through variation</b>	•Creates open space in net/wall games with a short-handled implement by varying force and direction.	•Creates open space in net/wall games with a long-handled implement by varying force, direction and moving opponent from side to side.	•Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent side to side and/or forward and back.
<b>Net/Wall Games Using tactics/shots</b>	•Reduces offensive options for opponents by returning to mid-court position.	•Selects offensive shot based on opponent's location (hit where opponent is not).	•Varies placement, force and timing of return to prevent anticipation by opponent.
<b>Games and Sports Target Games Shot selection</b>	•Selects appropriate shot or club based on location of the object in relation to the target.	•Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	•Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
<b>Fielding/Striking Games Offensive strategies</b>	•Identifies open spaces and attempts to strike object into that space.	•Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	•Identifies sacrifice situations and attempts to advance a teammate.
<b>Fielding/Striking Games Reducing space</b>	•Identifies the correct defensive play based on the situation (e.g., number of outs).	•Selects the correct defensive play based on the situation (e.g., number of outs).	•Reduces open spaces in the field by working with teammates to maximize coverage.
<b>Individual-Performanc e Activities, Dance and Rhythms Movement concepts</b>	•Varies application of force during dance or gymnastic activities.	•Identifies and applies Newton's laws of motion to various dance or movement activities.	•Describes and applies mechanical advantage(s) for a variety of movement patterns.
<b>Outdoor Pursuits Movement concepts</b>	•Makes appropriate decisions based on the weather, level of	•Analyzes the situation and makes adjustments to ensure the safety	•Implements safe protocols in self-selected outdoor activities.

	difficulty due to conditions or ability to ensure safety of self and others.	of self and others.	
<b>Knowledge</b>	•Recognizes the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.	•Describes the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.	•Researches the history and origin of various games, sports, and dance including those of traditional and contemporary American Indian cultures.

**HEALTH EDUCATION STANDARD 3**  
**Demonstrate the ability to access valid information, products, and services to enhance health.**

Performance Indicators 6-8

<ul style="list-style-type: none"> <li>• Analyze the validity of health information, products, and services.</li> <li>• Access valid health information from home, school, tribe, and community.</li> <li>• Determine the accessibility of products that enhance health.</li> <li>• Describe situations that may require professional health services.</li> </ul>			
<b>Performance Indicators</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Analyze the validity of health information, products, and services.</b>	<ul style="list-style-type: none"> <li>•Identifies steps to follow to comprehend health knowledge.</li> <li>•Explains how to read a food label.</li> <li>•Explains how to compare nutritional value and the unit price of foods.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies steps to follow to comprehend health knowledge.</li> <li>•Lists the information learned from reading a food label.</li> <li>•Compares food labels for two similar foods.</li> <li>•Identifies information found on a</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies steps to follow to comprehend health knowledge.</li> <li>•Interprets and evaluates the nutrition information found on food labels.</li> <li>•Compares information on</li> </ul>

	<ul style="list-style-type: none"> <li>•Locate warnings on the label of an OTC drug.</li> <li>•Researches and analyzes the validity of sources of information.</li> <li>•Identifies local resources for reliable health information</li> </ul>	<p>label for a prescription drug.</p> <ul style="list-style-type: none"> <li>•Distinguishes between facts and myths concerning alcohol and substance abuse.</li> <li>•Examines commonly held beliefs concerns HIV and its transmission and distinguishes between fact and fallacy.</li> </ul>	<p>labels for prescription and OTC drugs.</p> <ul style="list-style-type: none"> <li>•Lists and discusses home gym equipment in terms of reliability, effectiveness, and cost, in helping an individual start a physical activity program.</li> <li>•Create an exercise and meal plan for an overweight person using health information, products, and services found on websites.</li> </ul>
<p><b>Access valid health information from home, school, tribe, and community.</b></p>	<ul style="list-style-type: none"> <li>•Identifies smoking cessation programs in the community.</li> <li>•Explains why you should keep a personal health record.</li> <li>•Lists sources of valid health information.</li> <li>•Describes ways to stay safe when you access health information online.</li> <li>•Identifies environmental issues.</li> <li>•Researches the benefits of several different healthy eating plans.</li> <li>•Examines the purpose and responsibilities of the local school wellness council.</li> <li>•Uses steps to access valid health information on an assigned health topic to write a report.</li> <li>•Explains</li> </ul>	<ul style="list-style-type: none"> <li>•Describes the purpose of a smoking cessation program.</li> <li>•Explains why you should keep a personal health record.</li> <li>•Lists the information kept in a personal health record.</li> <li>•Identifies types of valid health information.</li> <li>•Explains ways to use technology to access valid health information.</li> <li>•Gathers facts on environmental issues.</li> <li>•Analyzes places where youth and family can be physically active.</li> <li>•Demonstrates the ability to locate school and community resources to assist with problems related to alcohol and other substance abuse.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses reasons and benefits for a smoking cessation program.</li> <li>•Explains why you should keep a personal health record.</li> <li>•Lists information that should be kept in a personal health record.</li> <li>•Explains how to evaluate sources of health-related information.</li> <li>•Lists professional and government groups that provide health related information.</li> <li>•Describes ways you can use the Internet and CDs to find health-related information.</li> <li>•States safety tips to use when</li> </ul>

	<p>what happens during a regular physical examination. •Explains causes and treatment of hearing loss. •Discusses vision problems and their correction. •<b>Researches and summarizes several effective methods to change an unhealthy behavior.</b> •<b>Creates a guide for locating health care services</b></p>	<ul style="list-style-type: none"> <li>•Uses steps to access valid health information on an assigned health topic for a speech.</li> <li>•Explains reasons to have a physical examination. •Identifies vaccines and tells why and when they are recommended.</li> <li>•Explains how hearing loss is corrected.</li> <li>•Explains ways visual acuity is corrected.</li> <li>•<b>Discusses the role of the school counselor, school psychologist, school nurse, and local services within the community in helping students with mental health issues.</b></li> </ul>	<p>using the Internet.</p> <ul style="list-style-type: none"> <li>•<b>Writes a report on environmental issues.</b></li> <li>•<b>Analyzes conflict resolution material that can be accessed from school counselor's office.</b></li> <li>•Compares and contrasts websites that promote exercise programs.</li> <li>•Uses steps to access valid sources on the Internet for an assigned health topic.</li> <li>•Discusses how physicians help you stay healthy.</li> <li>•Describes ways a dentist helps you keep teeth and gums healthy.</li> <li>•Discusses how to differentiate between a reliable product and/or service and quackery (e.g., performance enhancing drugs).</li> <li>•Invites a knowledgeable health expert to present concerning unreliable products and services that students are exposed to in the media.</li> </ul>
<p><b>Determine the accessibility of products that enhance health.</b></p>	<ul style="list-style-type: none"> <li>•Identifies health products for grooming.</li> <li>•<b>Describes guidelines for using prescription and OTC drugs.</b></li> <li>•Discusses how to access health</li> </ul>	<ul style="list-style-type: none"> <li>•Explains types of health products for grooming. •<b>Identifies guidelines for the responsible use of prescription and OTD drugs.</b></li> <li>•Explains how to select health</li> </ul>	<ul style="list-style-type: none"> <li>•Describes qualities of health products for grooming.</li> <li>•<b>Discusses guidelines for using prescription and OTC drugs.</b></li> </ul>

	<p>care and how the costs of healthcare are paid. •Describes ways to access information about health careers.</p> <ul style="list-style-type: none"> <li>•Discusses the various health-enhancing products that can be found at a local drug store.</li> </ul>	<p>care providers and insurance.</p> <ul style="list-style-type: none"> <li>•Discusses the Affordable Care Act.</li> <li>•Identifies ways to learn more about a health career that is of interest.</li> <li>•Discusses the importance of consulting a parent before purchasing a product to enhance health.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains how to choose health care providers.</li> <li>•Explains ways to pay for health care, including the Affordable Care Act.</li> <li>•Discusses ways to learn about health careers by having a mentor or shadowing.</li> <li>•Identifies and locates products that help in disease prevention.</li> </ul>
<p><b>Describe situations that may require professional health services.</b></p>	<ul style="list-style-type: none"> <li>•Identifies people and places that can help with family relationships.</li> <li>•Explains how cavities and periodontal disease develop.</li> <li>•Discusses how to recognize and get help for someone who abuses alcohol or other drugs.</li> <li>•Lists people and places that can help someone who has been harmed by violence.</li> <li>•Demonstrate how to make an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies kinds of problems families might have and how to get help for them.</li> <li>•Describes ways crooked teeth can be straightened.</li> <li>•Discusses treatment and recovery for people who abuse drugs and the families of those who abuse drugs.</li> <li>•Discusses resources available for people who have been victims of violence.</li> <li>•Demonstrate how to make an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>•Summarizes ways dysfunctional families can get help.</li> <li>•Lists symptoms for which prompt medical treatment is needed.</li> <li>•Explains the purpose of wearing braces.</li> <li>•Describe how drug misuse and abuse progress to drug dependence.</li> <li>•Describe the behaviors of denial and honest talk.</li> <li>•Discusses resources available for the treatment of drug dependence.</li> <li>•Discusses where to access health services for victim recovery.</li> <li>•Demonstrates how to make an emergency phone call.</li> </ul>

**Physical Education Standard 3**

**Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

Performance Indicators 6-8

Performance Indicators	Grade 6	Grade 7	Grade 8
<b>Physical activity knowledge</b>	Describes how being physically active leads to a healthy body.	Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health.
<b>Engages in physical activity</b>	Participates in self-selected physical activity outside of physical education class.	Participates in a physical activity twice a week outside of physical education class.	Participates in physical activity three times a week outside of physical education class.
<b>Engages in physical activity</b>	Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics and/or aerobic dance.	Participates in a variety of strength and endurance fitness activities, such as Pilates, resistance training, body-weight training and/or light free-weight training.	Participates in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing and/or swimming.
<b>Engages in physical activity</b>	Participates in a variety of aerobic fitness activities using technology such as Dance, Dance Revolution® or Wii Fit®.	Participates in a variety of strength and endurance fitness activities such as weight or resistance training.	Plans and implements a program of cross training to include aerobic, strength and endurance, and flexibility.
<b>Engages in physical activity</b>	Participates in a variety of lifetime recreational team	Participates in a variety of lifetime dual and individual	Participates in a self-selected lifetime sport, dance, aquatic or

	sports, outdoor pursuits or dance activities.	sports, martial arts or aquatic activities.	outdoor activity outside of the school day.
<b>Fitness knowledge</b>	Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.	Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.
<b>Fitness knowledge</b>	Identifies the components of skill- related fitness.	Distinguishes between health-related and skill-related fitness.	Compares and contrasts health-related fitness components.
<b>Fitness knowledge</b>	Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.	Adjusts physical activity based on quantity of exercise needed for a minimal health standards and/or optional functioning based on current fitness level.	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
<b>Fitness knowledge</b>	Employs correct techniques and methods of stretching	Describes and demonstrates the difference between dynamic and static stretches.	Employs a variety of appropriate static stretching techniques for all major muscle groups.
<b>Fitness knowledge</b>	Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance.	Describes the role of exercise and nutrition in weight management.	Describes the role of stretching and flexibility in injury prevention.
<b>Fitness knowledge</b>	Identifies each of the components of the overload	Describes FITT formula (overload principle) for different	Uses the overload principle (FITT formula) in preparing a personal

	principle (FITT formula) for different types of physical activity (aerobic, muscle fitness and flexibility).	types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.	workout.
<b>Fitness knowledge</b>	Describes the role of warm-up and cool-down regimens before and after physical activity.	Designs a warm-up and cool-down regimen for a self-selected physical activity.	Designs and implements a warm-up and cool-down regimen for a self-selected physical activity.
<b>Fitness knowledge</b>	Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.	Defines how the RPE Scale can be used to adjust workout intensity during physical activity.
<b>Fitness knowledge</b>	Identifies major muscles used in selected physical activities	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.	Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.
<b>Fitness knowledge</b>	Works with forms of technology and social media that support a healthy, active lifestyle.	Uses forms of technology and social media that support a healthy, active lifestyle.	Identifies forms of technology and social media that support a healthy, active lifestyle.
<b>Assessment and program planning</b>	Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.	Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.

<b>Assessment and program planning</b>	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.	Designs and implements a program to improve levels of health-related fitness and nutrition.
<b>Nutrition</b>	Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity.	Describes the relationship between poor nutrition and health risk factors
<b>Stress management</b>	Identifies positive and negative results of stress and appropriate ways of dealing with each.	Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.	Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi.

#### Health Education Standard 4

**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

#### Performance Indicators 6-8

- Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.
- Use refusal and negotiation skills that avoid or reduce health risks.
- Use effective conflict management or resolution strategies.

- Discuss how to ask for assistance to enhance the health and safety of self and others.

Performance Indicators	Grade 6	Grade 7	Grade 8
<b>Use effective conflict management or resolution strategies.</b>	<ul style="list-style-type: none"> <li>•Contrasts the effects of healthful and harmful relationships.</li> <li>•Discusses steps to improve or end a harmful relationship.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies some causes of conflict.</li> <li>•Describes ways to resolve conflict using different conflict response styles.</li> <li>•Gives examples of harmful relationships.</li> <li>•Explains what to do about harmful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes common causes of conflict among teens.</li> <li>•Explains when and how to end a relationship.</li> </ul>
<b>Demonstrate how to ask for assistance to enhance the health and safety of self and others.</b>	<ul style="list-style-type: none"> <li>•Discusses ways to cope with difficult family relationships, including abuse and violence.</li> <li>•Discusses reasons to respect authority and obey laws .</li> <li>•Identifies who and how to ask for help when being bullied, including cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies resources to help with difficult family relationships, including abuse and violence</li> <li>•Identifies people who could support during a time of grieving.</li> <li>•Describes the behavior of a law-abiding citizen</li> <li>•Identifies who and how to ask for help when being bullied, including cyberbullying.</li> <li>•Identifies when to ask for help with mental and emotional health problems.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses kinds of harmful family relationships.</li> <li>•Identifies people who could support during a time of grieving.</li> <li>•Discusses ways to show respect for authority.</li> <li>•Identifies laws that protect you and others from violence.</li> <li>•Identifies who and how to ask for help when being bullied, including cyberbullying.</li> <li>•Demonstrates ways to ask for help with mental and emotional health problems.</li> </ul>

**Health Education Standard 5  
Demonstrate the ability to use decision making skills to enhance health.**

Performance Indicators 6-8

- Identify circumstances that can help or hinder safe and healthy decision making.
- Determine when safety and health-related situations require the application of a thoughtful decision-making process.
- Determine when individual or collaborative decision making is appropriate.
- Distinguish between safe, healthy and unhealthy alternatives to health-related issues or problems.
- Predict the potential short-term and long-term impact of health and safety-related options on self and others.
- Analyze the outcomes of safety and health-related decisions.

Performance Indicators	Grade 6	Grade 7	Grade 8
<b>Predict the potential short-term and long-term impact of health and safety-related options on self and others.</b>	<ul style="list-style-type: none"> <li>•Describes personal factors that influence an individual's health goals, e.g.: -Lists the consequences of skipping meals. -Examines the consequences of tobacco use on personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes personal factors that influence an individual's health goals, e.g.: Lists the effects of consuming energy drinks.</li> <li>•Analyzes the short-term and long-term consequences of tobacco use on athletic performance.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes personal factors that influence an individual's health goals, e.g.:Predicts the outcomes of a good time management plan for health and wellness.</li> <li>•Makes a list of possible hazards around the community and describes the potential dangers of the hazards.</li> </ul>
<b>Analyze the outcomes of a health-related decision.</b>	<ul style="list-style-type: none"> <li>•Analyzes potential consequences of harmful and healthy behaviors, e.g.:</li> <li>•Analyzes the benefits of avoiding risky health behaviors.</li> <li>•Analyzes the negative consequences of unhealthy friendships.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes potential consequences of harmful and healthy behaviors, e.g.:</li> <li>•Explains the benefits of proper hydration during physical activity.</li> <li>•Analyzes the benefits of healthy relationships on multiple dimensions of health.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes potential consequences of harmful and healthy behaviors, e.g.:</li> <li>•Describes the consequences of using positive peer pressure to avoid using drugs.</li> <li>•Describes strategies to help make better grades in school (e.g., less TV, plenty of sleep, good nutrition).</li> </ul>

**Physical Education Standard 6**  
**Demonstrate the ability to use goal-setting skills to enhance health.**

Performance Indicators 6-8

<b>Performance Indicators</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Health</b>	<ul style="list-style-type: none"> <li>•Describes how being physically active leads to a healthy body.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies different types of physical activities and describes how each exerts a positive impact on health.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>•Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies positive mental and emotional aspects of participating in a variety of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes the empowering consequences of being physically active.</li> </ul>
<b>Challenge</b>	<ul style="list-style-type: none"> <li>•Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•Generates positive strategies such as offering suggestions/assistance, leading/following others and/or providing possible solutions when faced with a group challenge.</li> </ul>	<ul style="list-style-type: none"> <li>•Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</li> </ul>
<b>Self-expression/ enjoyment</b>	<ul style="list-style-type: none"> <li>•Describes how moving competently in a physical activity setting creates enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies why self-selected physical activities create enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses how enjoyment could be increased in self-selected physical activities.</li> </ul>
<b>Self-expression/ enjoyment</b>	<ul style="list-style-type: none"> <li>•Identifies how self-expression and physical activity are related.</li> </ul>	<ul style="list-style-type: none"> <li>•Explains the relationship between self-expression and lifelong enjoyment through physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies and participates in an enjoyable activity that prompts individual self-expression.</li> </ul>

<p><b>Social interaction</b></p>	<ul style="list-style-type: none"> <li>•Uses respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity</li> </ul>	<ul style="list-style-type: none"> <li>•Uses the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses respect for self by asking for help and helping others in various physical activities.</li> </ul>
<p><b>Social interaction</b></p>	<ul style="list-style-type: none"> <li>•Identifies various physical activities for their social benefit.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes various physical activities for their social benefit.</li> </ul>	<ul style="list-style-type: none"> <li>•Compares and contrasts various physical activities for their social benefit.</li> </ul>

### Health Education Standard 7

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Performance Indicators 6-8

- Analyze healthy practices and behaviors that will maintain or improve the health of self and others.
- Explain the importance of assuming responsibility for personal health behaviors.
- Describe behaviors to avoid or reduce health risks to self and others.

Performance Indicators	Grade 6	Grade 7	Grade 8
<b>Describe behaviors to avoid or reduce health risks to self and others.</b>	<ul style="list-style-type: none"> <li>•Discusses cyberbullying as a cause of stress</li> <li>•Explains why teen pregnancy and parenthood are risky</li> <li>•Explains why smoking, smokeless tobacco, and secondhand smoke are harmful to health.</li> <li>•Discusses ways alcohol harms the body, the mind, and relationships.</li> <li>•Discusses laws relating to alcohol.</li> <li>•Discusses why people might harm themselves or others.</li> <li>•Lists warning signs that a person might be considering a suicide attempt.</li> <li>•Explains how to recognize abusive relationships, such as</li> </ul>	<ul style="list-style-type: none"> <li>•Examines the effects of prolonged stress on the body, mind, and relationships.</li> <li>•Identifies the harmful effects of secondhand smoke.</li> <li>•Discusses short-term and long-term effects of drinking on the mind and body.</li> <li>•Discusses the cause of effects of fetal alcohol syndrome (FAS)</li> <li>•Explains why drug mixing can cause injury, illness, and death.</li> <li>•Identifies ways HIV and AIDS threaten society and world health.</li> <li>•Describes ways violence affects teens.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses how the body reacts to stressors.</li> <li>•Describes the short-term and long-term effects of tobacco use.</li> <li>•Summarizes the effects of tobacco use on long-term goals and the health of one's future family.</li> <li>•Summarizes the risks of secondhand smoke.</li> <li>•Lists ways to reduce exposure to secondhand smoke.</li> <li>•Describes the effect of alcohol on the mind, the body, relationships and pregnancy.</li> </ul>

cyberbullying.

**Health Education Standard 8**  
**Demonstrate the ability to advocate for personal, family, and community health.**

Performance Indicators 6-8

- State a health-enhancing position on a topic and support it with accurate information.
- Describe how to influence and support others to make positive health choices.
- Work cooperatively to advocate for healthy individuals, families, tribes and schools.
- Identify ways in which health-related messages and communication techniques can be altered for different audiences.

Performance Indicators	Grade 6	Grade 7	Grade 8
<b>State a health-enhancing position on a topic and support it with accurate information.</b>	<ul style="list-style-type: none"><li>•Discuss quackery.</li><li>•Explain your rights as a consumer.</li><li>•Explains why clean air is important.</li><li>•Lists ways to keep the air clean.</li><li>•Discusses ways water pollution might harm health. •Discusses the relationship between water quality and water pollution.</li><li>•Lists ways to keep water clean and safe.</li><li>•Describes ways noise pollution can affect health. •Lists ways to keep noise at a safe level.</li><li>•Explains how to reduce and dispose of waste properly.</li><li>•Discusses the contents of a first-aid kit.</li></ul>	<ul style="list-style-type: none"><li>•Discusses the health risks associated with anabolic steroid use in sports. •Discusses the role of coaches, sports officials, and spectators in maintaining a safe environment.</li><li>•Identifies the rights a consumer can expect.</li><li>•Lists questions to ask when buying something. •Identifies and discusses agencies that protect consumer rights.</li><li>•Discusses ways air pollution affects the environment.</li><li>•Explains what causes air pollution. •Discusses ways you can help keep the air clean.</li><li>•Explains ways indoor air pollution can harm health.</li><li>•Discusses health benefits of</li></ul>	<p>Describes the five stages of dying.</p> <ul style="list-style-type: none"><li>•Discusses rules for safe and responsible competition.</li><li>•Discusses how to recognize quackery.</li><li>•Names health conditions caused by airborne pollutants.</li><li>•Discusses ways air becomes polluted.</li><li>•Discusses causes of indoor air pollution.</li><li>•Discusses ways to keep the outside and inside air clean.</li><li>•Discusses the relationship between the water cycle and water pollution.</li><li>•Discusses the relationship between the water cycle and water pollution.</li></ul>

	<ul style="list-style-type: none"> <li>•Discusses how to follow universal precautions.</li> <li>•Discusses how to check a victim.</li> <li>•Discusses how and when to perform abdominal thrusts.</li> <li>•Explains how to give chest compressions.</li> <li>•Describes how to control bleeding and shock. •Describes how to give first aid for broken bones and sprains. •Explains how to recognize and treat first-, second-, and third-degree burns.</li> </ul>	<ul style="list-style-type: none"> <li>maintaining water quality.</li> <li>•Discusses ways water becomes polluted. •Discusses guidelines for disposing of hazardous wastes.</li> <li>•Discusses sources of noise pollution and its harmful effects.</li> <li>•Discusses ways to precycle, reuse, recycle, and dispose of waste. •Discusses the causes and risks of land pollution. •Describes ways to protect land and dispose of hazardous waste.</li> <li>•Discusses the contents of a first aid kit. •Explains how to follow universal precautions. •Explains how to check a victim and get consent to give first aid.</li> <li>•Explains first aid procedures for choking, chest compressions, heart attack, stroke, bleeding, shock, poisoning, burns, fractures and dislocations, sprains and strains, vomiting, fainting, heat-related illnesses, frostbite, and hypothermia.</li> </ul>	<ul style="list-style-type: none"> <li>•Describes chemical and thermal pollution of water.</li> <li>•Outlines ways to keep water clean and safe.</li> <li>•Explains ways to conserve land and rainforests.</li> <li>•Describes ways to dispose of waste.</li> <li>•Assembles contents for a first aid kit.</li> <li>•Explains how to follow universal precautions.</li> <li>•Explains how to check a victim and get consent to give first aid.</li> <li>•Demonstrates the universal distress signal.</li> <li>•Explains first aid procedures for choking, chest compressions, heart attack, stroke, bleeding, shock, poisoning, tick bites, burns, injuries (to muscles, bones, and joints), sudden illness, heat-related illnesses, and cold temperature-related illnesses,</li> </ul>
<p><b>Describe how to influence and support others to make positive health choices.</b></p>	<ul style="list-style-type: none"> <li>•Discusses ways you can comfort someone who is grieving. •Explains how to be safe when watching or playing sports. •Advocates for</li> </ul>	<ul style="list-style-type: none"> <li>•Advocates for behaviors that reduce the risk of cancer, e.g., diet.</li> <li>•Identifies and discusses agencies that protect consumer</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to comfort someone who is grieving.</li> <li>•Advocates for behaviors that reduce the risk of cancer, e.g., tobacco-free.</li> </ul>

	<p>behaviors that reduce the risk of cancer, e.g., skin cancer.</p> <ul style="list-style-type: none"> <li>•Describes reasons to choose a health career.</li> <li>•Describes how air pollution changes air quality.</li> <li>•Explains how a pleasant visual environment might affect health.</li> <li>•Assess ways that the social-emotional environment affects health.</li> <li>•Lists coping strategies for dealing with a negative social-emotional environment.</li> <li>•Explains ways to improve the social-emotional environment.</li> </ul>	<p>rights</p> <ul style="list-style-type: none"> <li>•Discusses influences that affect your choice of a career.</li> <li>•Describes work and training requirements for different health careers.</li> <li>•Describes how the visual environment affects health.</li> <li>•Describes ways the social-emotional environment affects health.</li> <li>•Lists ways to promote a positive social-emotional environment.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses health careers.</li> <li>•Identifies the benefits of pleasant sounds.</li> <li>•Describes how to reduce noise pollution.</li> <li>•Identifies benefits of a pleasant visual environment.</li> <li>•Discusses the benefits of a positive social-emotional environment.</li> <li>•Explains how having a support network can promote your health.</li> </ul>
<p><b>Work cooperatively to advocate for healthy individuals, families, tribes and schools.</b></p>	<ul style="list-style-type: none"> <li>•Lists ways to help provide responsible care for infants and children.</li> <li>•Advocates for sportsmanship as either a spectator or participant in sports.</li> <li>•Explains ways government agencies protect consumers.</li> <li>•Describes ways to volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies skills needed to be a child-sitter.</li> <li>•Advocates for sportsmanship as either a spectator or participant in sports.</li> <li>•Identifies ways to volunteer in the community.</li> <li>•Describes ways to keep water clean and safe.</li> <li>•Explains ways to keep noise at a safe level in your community.</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies the skills needed to provide responsible care for infants and children.</li> <li>•Identifies people who are part of one's support network.</li> <li>•Advocates for sportsmanship as either a spectator or participant in sports.</li> <li>•Explains how to make a consumer complaint.</li> <li>•Explains steps to becoming a volunteer.</li> <li>•Identifies ways to volunteer in the community.</li> </ul>
<p><b>Identify ways in which health-related messages</b></p>	<ul style="list-style-type: none"> <li>•Lists places in your community and nation where people enjoy</li> </ul>	<ul style="list-style-type: none"> <li>•Explains why death of a young person is especially difficult for</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses what influences a purchase.</li> </ul>

<p><b>and communication techniques can be altered for different audiences.</b></p>	<p>the outdoors.</p> <ul style="list-style-type: none"> <li>•Lists activities that people enjoy outdoors.</li> <li>•Explains ways to conserve energy, land, and other resources.</li> <li>•Lists agencies that help protect the environment.</li> </ul>	<p>others.</p> <ul style="list-style-type: none"> <li>•Explains why you might grieve when a well-known person dies.</li> <li>•Discusses ways to protect the natural environment. •Discusses ways to conserve land and natural resources. •Discusses the role of environmental agencies.</li> </ul>	<ul style="list-style-type: none"> <li>•Discusses criteria to use when comparison shopping.</li> <li>•Outlines ways to conserve energy and natural resources. Discusses federal, state, and local agencies that protect the environment.</li> </ul>
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Ronan High School Health Curriculum  
2018

Grades 9-12

Because each Standard's Performance Indicators are more intricately interwoven at the high school level than any of the other grade levels, the health goals in the left hand column will be presented to the reader by topic, rather than by Performance Indicator.

**Health Education Standard 1**  
**Comprehend concepts related to health promotion and disease prevention to enhance personal health.**

Performance Indicators 9-12

1. Predict how health behaviors can affect health status.
2. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
3. Develop personal health enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease prevention and stress management, including traditional and contemporary strategies from American Indian cultures.
4. Compare and contrast the potential consequences of engaging in risky behaviors.
5. Analyze the interrelationships of physical, mental, emotional, family and social health on personal health, including those of American Indian cultures and practices.
6. Compare and contrast various ways to prevent communicable diseases.
7. Analyze how environmental factors and personal health are interrelated.
8. Analyze how genetics and family history can impact personal health.
9. Compare and contrast ways to advocate for safe and healthy school and community environments to promote personal health.
10. Propose ways to reduce or prevent injuries and health problems.
11. Analyze the relationships between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations.
12. Analyze human body systems, their function and their interrelationship with one another.
13. Explain the natural body changes of reproductive health.
14. Explain fertilization, conception and how the baby's sex and inherited traits are determined.
15. Compare and contrast how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.

**Health Goals**

- **Life Skills**
- **Mental and Emotional Health**

- Discusses steps to follow to comprehend health concepts related to health promotion and disease prevention.
- Takes responsibility for health by comprehending health concepts related to health promotion and disease prevention.
- Describes the health triangle and the ten content areas for well-being.
- Identifies life skills to practice.

	<ul style="list-style-type: none"> <li>•Discusses four kinds of skills needed to be a health literate person.</li> <li>•Discusses ways parents and guardians teach family values.</li> <li>•Identifies traits and behaviors associated with having good character.</li> <li>•Describes responsible actions that promote positive self-esteem.</li> <li>•Lists and discusses ways to develop, maintain, or improve self-respect.</li> <li>•Lists ways a positive social-emotional environment improves health status.</li> <li>•Lists and discusses strategies to improve the social-emotional environment.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Growth and Development</b></li> <li>• <b>Alcohol, Tobacco and Other Drugs</b></li> <li>• <b>Communicable and Chronic Diseases</b></li> <li>• <b>Consumer and Community Health</b></li> </ul>	<p><b>Explains how a baby is conceived and how the baby's sex and inherited traits are determined.</b></p> <ul style="list-style-type: none"> <li>•Explains how pregnancy is determined.</li> <li>•Explains why prenatal care is important.</li> <li>•Describes what someone needs to know to be a good child-sitter. •Describes ways to care for infants and toddlers.</li> <li>•Describes ways to care for young children.</li> <li>•Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health.</li> <li>•Describes the physical and emotional effects of marijuana.</li> <li>•Determines how the illegal use of anabolic-androgenic steroids harms health.</li> <li>•Explains harmful effects of inhalants.</li> <li>•Practices resistance skills to use when resisting peer pressure to use illegal drugs.</li> <li>•Develops and analyzes strategies to prevent infection with communicable diseases.</li> <li>•Explains how the immune system responds when a pathogen enters the body.</li> <li>•Discusses ways to develop active and passive immunity.</li> <li>•Explains the hierarchy of federal, state, county, and city health laws.</li> <li>•Discusses consumer rights.</li> </ul>

**Health Education Standard 2**  
**Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

Performance Indicators 9-12

1. Compare and contrast how the family and culture influence the health of individuals.
2. Analyze how the perception of societal norms influence healthy and unhealthy behaviors, including those of American Indian cultures and practices.
3. Explain the influence of personal values and beliefs on individual health practices and behaviors.
4. Explain how peers influence healthy and unhealthy behaviors.
5. Evaluate how the school, tribe, and community can affect personal health practice and behaviors.
6. Evaluate the effect of media on personal and family health.
7. Evaluate the impact of technology on personal, family and community health.
8. Explain how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.

**Health Goals**

- **Life Skills**
- **Family and Social Health**
- **Alcohol, Tobacco, and Other Drugs**
- **Consumer and Community Health**
- **Injury Prevention and Personal Safety**

- Discusses the steps to follow to analyze the influence of family, peers, culture, tribe, media, technology, and other factors on health behaviors.
- Identifies questions to ask when evaluating ads.
- Explains why it is important to be media literate. •Identifies various appeals used in advertisements.
- Describes behaviors typical of people who relate in harmful ways, including the people pleaser, the enabler, the clinger, the fixer, the distance, the controller, the center, the abuser, the liar, and the promise breaker.
- Explains why some people get involved in harmful relationships.
- Evaluates the negative effects harmful relationships might have on health status.
- Discusses laws regarding the sale and use of tobacco.
- Discusses how tobacco companies try to convince minors to use tobacco products.
- Explains why adults are concerned with the amount of time teens spend on entertainment. •Lists guidelines to follow when choosing entertainment and using online and digital media.
- Lists ways health can be harmed by inappropriate entertainment choices.
- Gives evidence for the link between media violence and violent behavior.
- Discusses characteristics of gang members.
- Identifies different roles of gang members.
- Discusses reasons why it is risky to belong

	<p>to a gang.</p> <ul style="list-style-type: none"> <li>•Explains how a gang can cause conflict in schools, families, tribes, and communities.</li> <li>•Analyzes why teens join gangs.</li> </ul>
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**Health Education Standard 3**  
**Demonstrate the ability to access valid information, products, and services to enhance health.**

Performance Standards 9-12

1. Evaluate the validity of health information, products, and services.
2. Use resources from home, school, tribe, and community that provide valid health information.
3. Determine the accessibility of products and services that enhance health.
4. Determine when professional health services may be required.

<b>Health Goals</b>	<ul style="list-style-type: none"> <li>•Discusses steps to follow to access valid information, products, and services to enhance health.</li> <li>•Describes what should be included in a family health history.</li> <li>•Explains how to keep a personal health record.</li> <li>•Differentiates between kinds of depression, possible causes, symptoms, and treatments for depression.</li> <li>•Identifies strategies for coping with depression.</li> <li>•Identifies warning signs for suicide and discusses suicide prevention strategies.</li> <li>•Discusses steps teens might take to be resilient.</li> <li>•Discusses causes of dysfunctional family relationships, and identifies steps to improve these relationships.</li> <li>•Discusses behaviors of codependent people.</li> <li>•Discusses the purposes of recovery programs.</li> <li>•Lists and describes the five elements required on all food labels.</li> <li>•Discusses other information found on food labels.</li> <li>•Identifies what takes place during typical physical, eye, hearing, and dental examinations.</li> <li>•Identifies symptoms that should prompt</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Life Skills</b></li> <li>• <b>Mental and Emotional Health</b></li> <li>• <b>Family and Social Health</b></li> <li>• <b>Nutrition</b></li> <li>• <b>Personal Health and Physical Activity</b></li> </ul>	

	<p>individuals to seek health care.</p> <ul style="list-style-type: none"> <li>•Identify symptoms that indicate a need for an ear exam, factors that can lead to hearing loss, and ways to protect against hearing loss.</li> <li>•identifies ways to protect your eyes and conditions and diseases that can affect the eye.</li> <li>•Discusses how to keep hair clean, what to do about dandruff, products for hair care, and hair removal.</li> <li>•Explains how to prevent body odor, protect the skin, and care for fingernails and artificial nails.</li> <li>•Discusses common foot problems, including athlete’s foot, ingrown toenails, blisters, calluses, corns, bunions, and foot odor.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Alcohol, Tobacco, and Other Drugs</b></li> <li>• <b>Communicable and Chronic Diseases</b></li> <li>• <b>Consumer and Community Health</b></li> </ul>	<ul style="list-style-type: none"> <li>•Discusses steps teens can take to help someone who misuses or abuses drugs.</li> <li>•Explains what happens during formal intervention.</li> <li>•Explains what happens during detoxification.</li> <li>•Lists kinds of treatment available for people who are drug dependent.</li> <li>•Discusses why family members and friends of people who are drug dependent may need treatment.</li> <li>•Explains how to prevention the spreading of pathogens, including immunizations that protect health.</li> <li>•Develops and analyzes strategies to prevent infection with communicable diseases.</li> <li>•Lists steps that can be taken to be a successful consumer.</li> <li>•Describes laws that protect health.</li> <li>•Lists questions that can be used to evaluate a health care provider.</li> <li>•Discusses the credentials of various health care providers.</li> <li>•Lists types of managed care programs, and discusses Medicare and Medicaid.</li> <li>•Outlines major provisions in the Affordable Care Act known as Healthcare Reform.</li> <li>•Explains five types of coverage in health insurance plans.</li> <li>•Discusses various health care facilities.</li> </ul>

	<ul style="list-style-type: none"> <li>•Lists ways to investigate health careers.</li> <li>•Explains what it means to be licensed and have certification for a health career.</li> <li>•Lists public health agencies.</li> <li>•Explains why public health in the United States has improved during the past century.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Environmental Health</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Lists global environmental issues.</li> <li>•Identifies the connection between the population and the environment.</li> <li>•Discusses facts related to families and children who are homeless.</li> <li>•Discusses the contents of a first aid kit and where they should be located.</li> <li>•Distinguishes between actual and implied consent.</li> </ul>

**Health Education Standard 4**  
**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Performance Standards 6-8

1. Examine barriers that can hinder safe and healthy decision making.
2. Determine the value of applying a thoughtful decision-making process in safety and health-related situations.
3. Justify when individual or collaborative decision making is appropriate.
4. Generate alternatives to health-related issues or problems.
5. Analyze the potential short-term and long-term impact of health and safety alternatives on self and others.
6. Evaluate the effectiveness of safety and health-related decisions.

<p><b>Health Goals</b></p> <ul style="list-style-type: none"> <li>• <b>Life Skills</b></li> <li>• <b>Mental and Emotional Health</b></li> <li>• <b>Family and Social Health</b></li> </ul>	<ul style="list-style-type: none"> <li>•Identifies statements used to bring about responsible decisions.</li> <li>•Explains how to resist negative peer pressure.</li> <li>•Demonstrates how to use resistance skills.</li> <li>•Explains steps you can take to be assertive and self-confident.</li> <li>•Describes types of conflict, conflict response styles, conflict resolution skills, and mediation.</li> <li>•Demonstrates how to use conflict resolution skills.</li> <li>•Discusses ways to avoid discriminatory</li> </ul>
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	<p>behavior.</p> <ul style="list-style-type: none"> <li>•Describes responsible actions that promote positive self-esteem.</li> <li>•Lists and discusses ways to develop, maintain, or improve self-respect.</li> <li>•Lists and discusses ways to develop, maintain, or improve self-respect.</li> <li>•Explains the mind-body connection.</li> <li>•Identifies strategies for coping with depression.</li> <li>•Identifies causes of loss and grief.</li> <li>•Identifies symptoms of loss and grief.</li> <li>•Identifies the five stages of loss and grief.</li> <li>•Discusses healthful ways to respond when someone close to you is dying.</li> <li>•Discusses healthful ways to respond when someone you know is grieving a loss.</li> <li>•Discusses healthful ways to respond when you are grieving a loss.</li> <li>•Describes the roles of parents and guardians in promoting a healthful family.</li> <li>•Discusses the roles of extended family members in promoting a healthful family.</li> <li>•Discusses causes of dysfunctional family relationships, and identifies steps to improve these relationships.</li> <li>•Discusses behaviors of codependent people</li> <li>•Discusses the purpose of recovery programs.</li> <li>•Discusses ways to make healthful adjustments to family changes (e.g., divorce, job loss, family member in military, family member in jail).</li> <li>•Identifies questions to ask before beginning a friendship.</li> <li>•Discusses ways to initiate a friendship and healthful ways to respond to rejection.</li> <li>•Learns communication skills that encourage conversation.</li> </ul>
<p><b>Personal Health and Physical Activity</b></p> <p><b>Alcohol, Tobacco, and Other Drugs</b></p>	<ul style="list-style-type: none"> <li>•Outlines the advantages and disadvantages of texting.</li> <li>•Establishes dating guidelines, including meeting someone online, with parents.</li> <li>•Discusses how to set limits for expressing physical affection.</li> </ul>

<p><b>Communicable and Chronic Diseases</b></p>	<ul style="list-style-type: none"> <li>•Lists resistance skills to use if pressured to be sexually active.</li> <li>•Explains why some people get involved in harmful relationships.</li> <li>•Outlines steps to take to end or change harmful relationships.</li> <li>•Identifies factors used to predict success in marriage.</li> <li>•Explains ways to ensure that marriage will last.</li> <li>•Identifies skills needed for responsible parenthood.</li> <li>•Discusses examples of faulty thinking that can result in teen pregnancy.</li> <li>•Discusses death and issues surrounding death, such as life support systems, living wills, and hospice care.</li> <li>•Discusses factors and resources to consider if you are a caregiver.</li> <li>•Examines the behaviors and characteristics of responsible sports spectators and participants.</li> </ul>
<p><b>Injury Prevention and Personal Safety</b></p>	<ul style="list-style-type: none"> <li>•Uses resistance skills to resist peer pressure to drink.</li> <li>•Lists guidelines for the safe use of prescription and OTC drugs.</li> <li>•Outlines ways to resist pressure to use tobacco products.</li> <li>•Practices resistance skills that can be used to resist peer pressure to use illegal drugs.</li> <li>•Outlines resistance skills that can be used to resist pressure to misuse or abuse drugs.</li> <li>•Discusses behaviors to reduce risk of infection with STDs.</li> <li>•Discusses behaviors to reduce risk of HIV infection.</li> <li>•Discusses principles and strategies to protect self from physical violence and abuse.</li> <li>•Discusses principles and strategies to protect self from sexual violence and abuse.</li> </ul>

**Demonstrate the ability to use decision making skills to enhance health.**

Performance Indicators 9-12

1. Examine barriers that can hinder safe and healthy decision making.
2. Determine the value of applying a thoughtful decision-making process in safety and health-related situations.
3. Justify when individual or collaborative decision making is appropriate.
4. Generate alternatives to health-related issues or problems.
5. Analyze the potential short-term and long-term impact of health and safety alternatives on self and others.
6. Evaluate the effectiveness of safety and health-related decisions.

<b>Health Goals</b>	
<b>Life Skills</b>	<ul style="list-style-type: none"> <li>•Discusses steps used in setting and reaching a health goal.</li> <li>•Discusses two main goals of Healthy People 2020.</li> <li>•Utilizes various problem-solving strategies when making health decisions related to needs and risks of young adults.</li> <li>•Predicts immediate and long-term impacts of health decisions on the individual, family and community.</li> <li>•Demonstrates the ability to locate, evaluate, and utilize valid health information.</li> </ul>

**Health Education Standard 6**

**Demonstrate the ability to use goal-setting skills to enhance health.**

Performance Indicators 9-12

1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
2. Assess personal health practices and overall health status.
3. Implement strategies and monitor progress in achieving a personal health goal.
4. Formulate an effective long-term personal health plan.

<b>Health Goals</b>	
<ul style="list-style-type: none"> <li>● <b>Life Skills</b></li> <li>● <b>Family and Social Health</b></li> <li>● <b>Growth and Development</b></li> </ul>	<ul style="list-style-type: none"> <li>•Implements a plan for achieving personal health goals.</li> <li>•Evaluates progress toward attaining personal health goals.</li> <li>•Formulates an effective plan for lifelong</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Nutrition</b></li>   <li>● <b>Personal Health and Physical Activity</b></li>   <li>● <b>Alcohol, Tobacco, and Other Drugs</b></li> </ul>	<p>health.</p> <ul style="list-style-type: none"> <li>•Lists various decision making styles.</li> <li>•Explains steps to take if you make a wrong decision.</li> <li>•Analyzes reasons why practicing abstinence is a responsible choice for teens.</li> <li>•Analyzes the benefits of practicing abstinence to protect emotional health.</li> <li>•Lists and discusses the risks associated with being a teen parent.</li> <li>•Discusses learning styles and tips for each.</li> <li>•Lists ways to achieve the eight developmental tasks of adolescence.</li> <li>•Discusses key points in unlocking the door to a successful future.</li> <li>•Explains how to set goals and make plans to achieve them.</li> <li>•Discusses common learning disabilities and the support available for people who have learning disabilities.</li> <li>•Discusses the recommended daily amounts of food in MyPlate.</li> <li>•Lists, describes, and explains how to use the ten Dietary Guidelines.</li> <li>•Lists guidelines to follow when planning healthful meals.</li> <li>•Discusses a healthful diet that reduces the risk of disease.</li> <li>•Discusses ways to determine desirable weight and body composition.</li> <li>•Outlines steps to follow for healthful weight gain and weight loss.</li> <li>•Lists various tips for getting a good night's sleep.</li> <li>•Explains why you need adequate rest and sleep to protect your health status.</li> <li>•Outlines steps to design an individualized plan for health-related fitness.</li> <li>•Using the FITT formula, examine how to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility.</li> <li>•Examines various kinds of exercise and fitness skills.</li> <li>•Demonstrates an alcohol-free lifestyle.</li> <li>•Explains ways alcohol affects thinking and decision making and increases the risk of</li> </ul>
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	<p>violence and illegal behavior.</p> <ul style="list-style-type: none"> <li>•Explains how and why the drinking age came about.</li> <li>•Demonstrates the ability to resist pressure to misuse or abuse drugs.</li> <li>•Gives examples of direct and indirect pressure to use drugs.</li> <li>•Lists reasons to say “no” when pressured by peers to use drugs.</li> <li>•Lists ways to be a drug-free role model.</li> <li>•Demonstrates how to choose a drug-free lifestyle to reduce the risk of violence and accidents.</li> <li>•Demonstrates how to choose a drug-free lifestyle to reduce the risk of unintended pregnancy and STDs, including HIV infection.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Communicable and Chronic Diseases</b></li>   <li>• <b>Consumer and Community Health</b></li>   <li>• <b>Injury Prevention and Personal Safety</b></li> </ul>	<ul style="list-style-type: none"> <li>•Chooses behaviors that reduce risk of infection from STDs.</li> <li>•Chooses behaviors that reduce risk of infection from HIV.</li> <li>•Chooses behaviors to reduce risk of cardiovascular disease.</li> <li>•Chooses behaviors to reduce risk of diabetes.</li> <li>•Recognizes ways to manage chronic health conditions.</li> <li>•Chooses behaviors to reduce risk of cancer.</li> <li>•Acquires knowledge of laws that protect health.</li> <li>•Develops a time and money management plan.</li> <li>•Chooses healthful entertainment.</li> <li>•Analyzes ways messages delivered through technology might affect health status.</li> <li>•Processes knowledge and information to make responsible choices about health care providers and facilities.</li> <li>•Respects authority and obeys laws.</li> <li>•Models behavior that stays away from gangs.</li> </ul>

**Health Education Standard 7**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Performance Indicators 9-12

1. Discuss ways to advocate for a variety of health practices and behaviors that will maintain or improve the health of self and others.
2. Analyze the role of individual responsibility for enhancing health.
3. Discuss ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.

**Health Goals**

- **Life Skills**

- Discusses the purpose of a health behavior inventory.
- Discusses healthful behaviors and steps to follow to practice health-enhancing behaviors.
- Discusses risk behaviors and steps to follow to reduce or avoid health risks.
- Lists ways a positive social-emotional environment improves health status.
- Discusses strategies to improve the social-emotional environment, including a bully-free environment.
- Identifies personality characteristics that promote health.
- Discusses various types and kinds of addictions and how they can affect health status.

- **Mental and Emotional Health**

- Discusses Internet addiction.
- Identifies categories of mental disorders.
- Discusses mental health services and treatment.
- Identifies strategies for coping with anxiety.
- Discusses hidden anger, anger cues, and anger management skills.
- Explains bodily changes caused by stress.
- Explains ways that prolonged stress can affect health.
- Identifies life changes that are most stressful for teens.

- **Family and Social Health**

- Lists and discusses stress management skills.
- Discusses emotional responses used to cope with life crises.
- Explains why being depressed puts teens at risk.



- **Personal Health and Physical Activity**

- Describes ways to provide responsible care for infants, toddlers, and young children.
- Describes the physical, mental, and social changes that occur in middle and late adulthood.
- Identifies habits that promote healthful aging.
- Identifies the functions and sources of proteins, carbohydrates, and fats.
- Identifies the functions and sources of vitamins, minerals, water, and herbal supplements.
- Designs a MyPlate meal with the recommended amounts of foods.
- Explains vegetarian and vegan diets.
- Discusses dietary guidelines to reduce the risk of developing cancer, cardiovascular disease, and osteoporosis.
- Discusses diet recommendations for people with diabetes or hypoglycemia.
- Discusses ways to avoid reactions to food allergies and intolerances, including lactose intolerance and celiac sprue, and reactions to MSG and yellow dye.
- Explains the difference between hunger and appetite.
- Discusses how supplements and dietary behaviors affect performance in sports.
- Discusses guidelines to follow when eating out.
- Outlines ways to protect self from food-borne illnesses.
- Explains ways germs can be spread when people share food.
- Evaluates common weight loss strategies.
- Discusses risk for developing eating disorders.
- Discusses facts about anorexia nervosa and bulimia.
- Discusses binge eating disorder and obesity: the causes, symptoms, associated health problems, and treatment.
- Identifies ways to protect eyes and conditions and diseases that can affect the eye.
- Identifies how to keep teeth and gums healthy.
- Discusses the possible risks of tattoos, body

	<ul style="list-style-type: none"> <li>•piercings, and tanning beds.</li> <li>•Discusses body changes that occur during the sleep cycle.</li> <li>•Evaluates whether adequate sleep and rest are attained.</li> <li>•Lists benefits of regular physical activity.</li> <li>•Identifies ways to obtain moderate amounts of physical activity.</li> <li>•Explains the FITT formula.</li> <li>•Examines the benefits of various lifetime sports and physical activities.</li> <li>•Lists training principles for physical activities.</li> <li>•Identifies guidelines to prevent physical activity-related injuries.</li> <li>•Discusses how to prevent, recognize, and treat physical activity-related injuries.</li> <li>•Discusses precautions to take in physical activity during extreme weather conditions, at high altitudes, or in polluted air.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Alcohol, Tobacco, and Other Drugs</b></li> </ul>	<ul style="list-style-type: none"> <li>•Lists and explains factors that influence the effects a drug will have on a person.</li> <li>•Discusses ways that drugs are administered to the body.</li> <li>•Identifies the difference between drug misuse and drug abuse.</li> <li>•Identifies information that appears on prescription and OTC drug labels.</li> <li>•Discusses role of the Food and Drug Administration (FDA) in regulating OTC drugs, prescription drugs, and herbal supplements.</li> <li>•Discusses blood alcohol concentration (BAC) and the effects of alcohol on the different body systems.</li> <li>•Discusses the effects of alcohol on a developing fetus.</li> <li>•Explains ways alcohol affects thinking and decision making and increases the risk of violence, and illegal behavior.</li> <li>•Explains ways alcohol use can increase the risk of injury and death.</li> <li>•Discusses causes, health problems, and treatment of alcoholism.</li> <li>•Discusses the harmful physical and mental effects of nicotine.</li> <li>•Understands the negative effects smoking</li> </ul>

	<p>has on a fetus.</p> <ul style="list-style-type: none"> <li>•Explains harmful effects of secondhand smoke.</li> <li>•Outlines steps to stop using tobacco products.</li> <li>•Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health.</li> <li>•Describes the physical and emotional effects of marijuana.</li> <li>•Determines how the illegal use of anabolic-androgenic steroids harms health.</li> <li>•Explains the harmful effects of inhalants.</li> <li>•Lists risk factors and protective factors for drug use.</li> <li>•Explains reasons why drug use is risky.</li> <li>•Discusses drug dependence, including physical and psychological dependence.</li> <li>•Explains why teens who use drugs pressure their peers to use drugs.</li> <li>•Discusses ways drugs alter mood and behavior and increase the risk of violent behavior.</li> <li>•Lists ways to protect self from violence associated with drug use.</li> <li>•Explains how a safe and drug-free school zone decreases the risk of drug trafficking.</li> <li>•Explains reasons why teens who use drugs increase their risk of HIV infection and unintended pregnancy and accidents.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Communicable and Chronic Diseases</b></li>   <li>• <b>Consumer and Community Health</b></li> </ul>	<ul style="list-style-type: none"> <li>•Identifies types of pathogens that cause disease, and give examples of the types of diseases caused by these pathogens.</li> <li>•Discusses ways pathogens are spread.</li> <li>•Analyzes the causes, symptoms, diagnosis, and treatment of communicable respiratory diseases.</li> <li>•Analyzes ways to prevent infection with communicable respiratory diseases.</li> <li>•Discusses asthma and ways to prevent and manage asthma attacks.</li> <li>•Describes common causes of allergies.</li> <li>•Describes ways to prevent or treat allergies.</li> <li>•Discusses the causes and methods of transmission of common STDs.</li> </ul>

- **Environmental Health**

- Discusses the symptoms, diagnosis, and treatment of common STDs.
- Analyzes the long-term effects of common STDs.
- Analyzes ways to prevent infection from STDs.
- Lists tests used to determine the presence of HIV.
- Identifies treatment and prevention strategies for HIV and AIDS.
- Identifies characteristics of different cardiovascular diseases.
- Identifies cardiovascular disease risk factors that cannot be controlled.
- Identifies cardiovascular risk factors that can be controlled.
- Distinguishes between the different types of diabetes.
- Identifies risk factors for diabetes, and discusses ways to manage diabetes.
- Discusses ways to reduce the risk of diabetes.
- Describes how cancerous cells grow and spread.
- Describes the basic facts about common types of cancers.
- Practices ways to reduce the risk of cancer (e.g., oral, lung, liver, colon, skin).
- Identifies priorities for which a person needs to make time.

- **Injury Prevention and Personal Safety**

- Explains how to make a budget.
- Discusses reasons why care needs to be taken when using credit cards.
- Identifies criteria to use for comparison shopping.
- Lists guidelines to follow when choosing entertainment and using online and digital media.
- Lists ways health can be harmed by inappropriate entertainment choices.
- Identifies sources of air pollution and its effect on health.
- Discusses effects of indoor air pollution on health.
- Identifies sources of water pollution and its effect on health.
- Explains how noise affects health status.

	<ul style="list-style-type: none"> <li>•Describes ways a positive visual environment improves health status.</li> <li>•Identifies ways to recycle and dispose of waste.</li> <li>•Identifies sources of energy.</li> <li>•Explains how the natural environment protects health status.</li> <li>•Lists ways to protect the natural environment.</li> <li>•Analyzes ways to reduce risk of unintentional injuries in the home, community, tribe, and workplace.</li> <li>•Analyzes ways to reduce risk of unintentional injuries in motor vehicles and from road rage.</li> <li>•Lists ways to prepare for severe weather and natural disasters.</li> <li>•Discusses ways to stay safe during a landslide, flood, earthquake, tornado, hurricane, wildland fire, lightning, winter storm, terrorist attack, and tsunami.</li> <li>•Lists and discusses various types of violence, including bullying.</li> <li>•Discusses cyberbullying.</li> <li>•Identifies protective factors that reduce the likelihood a person will become a perpetrator or a victim of violence.</li> <li>•Discusses ways to stay safe when using the Internet.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Injury Prevention and Personal Safety</b></li> </ul>	<ul style="list-style-type: none"> <li>•Explains how passive, aggressive, and assertive behavior and hate incidents influence the risk of being a perpetrator or a victim of violence.</li> <li>•Explains how a person develops a moral code.</li> <li>•Discusses the consequences juvenile offenders may experience.</li> <li>•Explains hazing.</li> <li>•Discusses bullying.</li> <li>•Identifies warning signs of dating violence, and discusses defensive measures.</li> <li>•Lists categories of mental and emotional abuse.</li> <li>•Lists the phases of a violent relationship and things that victims need to know.</li> <li>•Identifies resources that victims can access to assist with recovery.</li> </ul>

	<ul style="list-style-type: none"> <li>•Explains the relationship between alcohol and other drugs and date rape.</li> <li>•Identifies guidelines to follow to reduce the risk of date rape.</li> <li>•Identifies signs of sexual abuse.</li> <li>•Lists steps to take if sexually harassed or stalked.</li> <li>•Discusses the legal and ethical consequences of sexual assault, harassment, abuse, and rape.</li> <li>•Analyzes strategies to avoid gangs.</li> <li>•Explains how a teen who belongs to a gang can leave the gang.</li> <li>•Discusses reasons why some teens have become anti-gang gang members.</li> <li>•Discusses laws regarding the sale of handguns and rifles to teens.</li> <li>•Analyzes strategies for avoiding injury from weapons.</li> <li>•Discusses laws regarding carrying a concealed weapon.</li> <li>•Explains how to follow universal precautions.</li> <li>•Explains first aid procedures for sudden illness; burns; injuries to muscles, bones, and joints; cold temperature and heat-related illnesses.</li> <li>•Discusses first aid steps when checking a victim.</li> <li>•Demonstrates first aid procedures for choking.</li> <li>•Demonstrates first aid procedures for chest compressions.</li> </ul>
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**Health Education Standard 8**  
**Demonstrate the ability to advocate for personal, family, and community health.**

Performance Indicators 9-12

1. Use accurate peer and societal norms to formulate a health-enhancing message.
2. Advocate for behaviors and practices that will support others in making positive health choices.
3. Work cooperatively as an advocate for improving personal, family and community health.
4. Adapt health-related messages and communication techniques to target audiences.

<b>Health Goals</b>	
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<ul style="list-style-type: none"> <li>● <b>Life Skills</b></li>   <li>● <b>Personal Health and Physical Activity</b></li>   <li>● <b>Alcohol, Tobacco, and Other Drugs</b></li>   <li>● <b>Consumer and Community Health</b></li>   <li>● <b>Environmental Health</b></li>   <li>● <b>Injury Prevention and Personal Safety</b></li> </ul>	<ul style="list-style-type: none"> <li>•Identifies steps to follow in being a health advocate.</li> <li>•Discusses the benefits of volunteering (e.g., healthy helper syndrome).</li> <li>•Lists volunteer opportunities for teens.</li> <li>•Demonstrates responsible behaviors in spectator and participant sports.</li> <li>•Demonstrates resistance skills and interpersonal communication skills to avoid or reduce health risks associated with tobacco use and secondhand smoke.</li> <li>•Demonstrates resistance skills, including ways to say “No,” when pressured to use drugs.</li> <li>•Discusses steps that can be taken to be a successful consumer.</li> <li>•Lists questions that can uncover health fraud.</li> <li>•Demonstrates knowledge of consumer rights.</li> <li>•Identifies agencies and organizations that play a role in consumer protection.</li> <li>•Investigates public and international health needs, including the health risks that developing nations face.</li> <li>•Lists resources that inform about environmental issues.</li> <li>•Identifies organizations that protect the environment.</li> <li>•Discusses ways to keep air clean and water safe.</li> <li>•Discusses ways to help keep noise at a safe level.</li> <li>•Discusses ways to improve the visual environment.</li> <li>•Discusses ways to conserve energy and natural resources.</li> <li>•Describes ways to be a health advocate for the environment.</li> <li>•Describes ways to respect authority and obey laws.</li> <li>•Demonstrates skills in emergency first aid procedures.</li> </ul>
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## STANDARDS FOR 9-12 PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

<b>The physically literate individual will:</b>	
<b>Standard 1</b>	Demonstrate competency in a variety of motor skills and movement patterns.
<b>Standard 2</b>	Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
<b>Standard 3</b>	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
<b>Standard 4</b>	Exhibit responsible personal and social behavior that respects self and others.
<b>Standard 5</b>	Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

\*Adapted from NASPE. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27-30.