

**STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

**Why This Goal Is Important:** Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

**A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>19.A.1</b> Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	<b>19.A.2</b> Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.	<b>19.A.3</b> Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.	<b>19.A.4</b> Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities.	<b>19.A.5</b> Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities.

**B. Analyze various movement concepts and applications.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>19.B.1</b> Understand spatial awareness and relationships to objects and people.	<b>19.B.2</b> Identify the principles of movement (e.g., absorption and application of force, equilibrium).	<b>19.B.3</b> Compare and contrast efficient and inefficient movement patterns.	<b>19.B.4</b> Analyze various movement patterns for efficiency and effectiveness.	<b>19.B.5</b> Apply the principles of efficient movement to evaluate personal performance.

**C. Demonstrate knowledge of rules, safety and strategies during physical activity.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>19.C.1</b> Demonstrate safe movement in physical activities.	<b>19.C.2a</b> Identify and apply rules and safety procedures in physical activities.	<b>19.C.3a</b> Apply rules and safety procedures in physical activities.	<b>19.C.4a</b> Develop rules and safety procedures for physical activities.	<b>19.C.5a</b> Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.
	<b>19.C.2b</b> Identify offensive, defensive and cooperative strategies in selected activities and games.	<b>19.C.3b</b> Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.	<b>19.C.4b</b> Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports.	<b>19.C.5b</b> Analyze and apply complex offensive, defensive and cooperative strategies for selected games and sports.

**STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

**Why This Goal Is Important:** Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

**A. Know and apply the principles and components of health-related fitness.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>20.A.1a</b> Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).	<b>20.A.2a</b> Describe the benefits of maintaining a health-enhancing level of fitness.	<b>20.A.3a</b> Identify the principles of training: frequency, intensity, time and type (FITT).	<b>20.A.4a</b> Interpret the effects of exercise/physical activity on the level of health-related fitness.	<b>20.A.5</b> Implement an individualized health-related fitness plan which includes the principles of training.
<b>20.A.1b</b> Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	<b>20.A.2b</b> Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.	<b>20.A.3b</b> Identify and participate in activities associated with the components of health-related fitness.	<b>20.A.4b</b> Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics and benefits of each.	

**B. Assess individual fitness levels.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>20.B.1</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).	<b>20.B.2a</b> Monitor individual heart rate before, during and after physical activity, with and without the use of technology.	<b>20.B.3a</b> Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.	<b>20.B.4a</b> Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	<b>20.B.5a</b> Collect and interpret health-related fitness data over a period of time, with and without the use of technology.
	<b>20.B.2b</b> Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness.	<b>20.B.3b</b> Evaluate the strengths and weaknesses of a personal fitness profile.	<b>20.B.4b</b> Prepare an individual health-related fitness profile and evaluate fitness level on each component.	<b>20.B.5b</b> Evaluate the effects of fitness choices and heredity on wellness.

**C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>20.C.1</b> Identify a realistic health-related goal.	<b>20.C.2a</b> Set a personal health-related fitness goal.	<b>20.C.3a</b> Set realistic short-term and long-term goals for a health-related fitness component.	<b>20.C.4a</b> Set realistic, short-term, health-related fitness goals based on individual profiles.	<b>20.C.5a</b> Set realistic, long-term, health-related fitness goals based on an individual profile.
	<b>20.C.2b</b> Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).	<b>20.C.3b</b> Identify opportunities within the community for regular participation in physical activities.	<b>20.C.4b</b> Evaluate physical fitness services, products and advertising.	<b>20.C.5b</b> Understand how aging, illness and injury affect physical activity.
		<b>20.C.3c</b> Apply the principles of training to the health-related fitness goals.	<b>20.C.4c</b> Design and implement a personal fitness program.	<b>20.C.5c</b> Use profile data to monitor an individual wellness/fitness plan.

**STATE GOAL 21: Develop team-building skills by working with others through physical activity.**

**Why This Goal Is Important:** As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member's contributions, including their own.

**A. Demonstrate individual responsibility during group physical activities.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>21.A.1a</b> Follow directions and class procedures while participating in physical activities.	<b>21.A.2a</b> Accept responsibility for their own actions in group physical activities.	<b>21.A.3a</b> Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).	<b>21.A.4a</b> Demonstrate decision-making skills both independently and with others during physical activities.	<b>21.A.5</b> Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).
<b>21.A.1b</b> Use identified procedures and safe practices with little or no reinforcement during group physical activities.	<b>21.A.2b</b> Use identified procedures and safe practices without reminders during group physical activities.	<b>21.A.3b</b> Participate in establishing procedures for group physical activities.	<b>21.A.4b</b> Apply identified procedures and safe practices to all group physical activity settings.	
<b>21.A.1c</b> Work independently on tasks for short periods of time.	<b>21.A.2c</b> Work independently on task until completed.	<b>21.A.3c</b> Remain on task independent of distraction (e.g., peer pressure, environmental stressors).	<b>21.A.4c</b> Complete a given task on time.	

**B. Demonstrate cooperative skills during structured group physical activity.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>21.B.1</b> Work cooperatively with another to accomplish an assigned task.	<b>21.B.2</b> Work cooperatively with a partner or small group to reach a shared goal during physical activity.	<b>21.B.3</b> Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).	<b>21.B.4</b> Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).	<b>21.B.5</b> Demonstrate when to lead and when to be supportive to accomplish group goals.

**STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

**Why This Goal Is Important:** Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

**A. Explain the basic principles of health promotion, illness prevention and safety.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>22.A.1a</b> Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).	<b>22.A.2a</b> Describe benefits of early detection and treatment of illness.	<b>22.A.3a</b> Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	<b>22.A.4a</b> Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).	<b>22.A.5a</b> Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).
<b>22.A.1b</b> Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).	<b>22.A.2b</b> Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).	<b>22.A.3b</b> Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	<b>22.A.4b</b> Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).	<b>22.A.5b</b> Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).
<b>22.A.1c</b> Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	<b>22.A.2c</b> Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).	<b>22.A.3c</b> Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	<b>22.A.4c</b> Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	<b>22.A.5c</b> Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes and heart disease; worksite safety management).
		<b>22.A.3d</b> Identify various careers involved in health promotion, health care and injury prevention.	<b>22.A.4d</b> Research and report about a career involved in health promotion, health care and injury prevention.	

**B. Describe and explain the factors that influence health among individuals, groups and communities.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>22.B.1</b> Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).	<b>22.B.2</b> Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).	<b>22.B.3</b> Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).	<b>22.B.4</b> Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).	<b>22.B.5</b> Analyze how public health policies, laws and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).

**C. Explain how the environment can affect health.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>22.C.1</b> Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).	<b>22.C.2</b> Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).	<b>22.C.3a</b> Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).	<b>22.C.4</b> Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).	<b>22.C.5</b> Compare and contrast how individuals, communities and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).
		<b>22.C.3b</b> Develop potential solutions to address environmental problems that affect the local community's health.		

**STATE GOAL 23. Understand human body systems and factors that influence growth and development.**

**Why This Goal Is Important:** To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

**A. Describe and explain the structure and functions of the human body systems and how they interrelate.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
23.A.1 Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).	23.A.2 Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	23.A.3 Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).	23.A.4 Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).	[BLANK]

**B. Explain the effects of health-related actions on the body systems.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
23.B.1 Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	23.B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	23.B.3 Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).	23.B.4 Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).	23.B.5 Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).

**C. Describe factors that affect growth and development.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
23.C.1 Identify individual differences in growth and development among people.	23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).	23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	23.C.4 Describe changes in physical health and body functions at various stages of the life cycle.	23.C.5 Explain how the aging process affects body systems (e.g., vision, hearing, immune system).
	23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).			





**STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

**Why This Goal Is Important:** From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

**A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>24.A.1a</b> Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	<b>24.A.2a</b> Identify causes and consequences of conflict among youth.	<b>24.A.3a</b> Describe possible causes and consequences of conflict and violence among youth in schools and communities.	<b>24.A.4a</b> Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.	<b>24.A.5</b> Compare and contrast strategies to prevent conflict and resolve differences.
<b>24.A.1b</b> Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	<b>24.A.2b</b> Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	<b>24.A.3b</b> Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	<b>24.A.4b</b> Formulate strategies to prevent conflict and resolve differences.	
		<b>24.A.3c</b> Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.		

**B. Apply decision-making skills related to the protection and promotion of individual health.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>24.B.1</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).	<b>24.B.2</b> Describe key elements of a decision-making process.	<b>24.B.3</b> Apply a decision-making process to an individual health concern.	<b>24.B.4</b> Explain how decision making affects the achievement of individual health goals.	<b>24.B.5</b> Explain immediate and long-term impacts of health decisions to the individual, family and community.

**C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>24.C.1</b> Demonstrate basic refusal skills (e.g., "Just Say No", "Stranger Danger").	<b>24.C.2</b> Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).	<b>24.C.3</b> Apply refusal and negotiation skills to potentially harmful situations.	<b>24.C.4</b> Formulate a plan to achieve individual health goals.	<b>24.C.5</b> Evaluate progress toward the attainment of a health goal.